

## **MODULE DIRECTORY**

**Certificate of Higher Education Healthcare  
Science** (available as an apprenticeship with  
supporting/funding partner *Coleg Sir Gâr*)

### **LEVEL 4**

**SCHOOL OF HEALTH and SOCIAL CARE**

**FACULTY OF MANAGEMENT AND HEALTH**

**2026-2027**

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## **INTRODUCTION**

This Module Directory includes all the modules for Level 4 within the CertHE Healthcare Science programme in the academic year 2026-2027.

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 School/Faculty. If you require assistance in identifying the modules for your programme of study, please contact the Programme Manager (whose name and contact details are provided in the accompanying Programme of Study Handbook), or the relevant Faculty 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

Common Foundational Modules

|                       |                                                                                                         |
|-----------------------|---------------------------------------------------------------------------------------------------------|
| <b>Module Code</b>    | <b>BMSC4003A</b>                                                                                        |
| <b>Title</b>          | <b>Communication and Collaboration in Healthcare</b>                                                    |
| <b>Date</b>           | <b>03/08/2026</b>                                                                                       |
| <b>Level</b>          | <b>4</b>                                                                                                |
| <b>Credits</b>        | <b>10</b>                                                                                               |
| <b>Pre-Requisites</b> | <b>N/A</b>                                                                                              |
| <b>DBS Check</b>      | <b>May be required</b> <input type="checkbox"/> <b>Not required</b> <input checked="" type="checkbox"/> |

### AIM(S)

- To equip students with the essential verbal, non-verbal, and digital communication skills required for effective, inclusive, and professional interaction with patients, colleagues, and multidisciplinary teams within the Healthcare Science environment.

### LEARNING OUTCOMES

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

- demonstrate the application of effective verbal and digital communication within multidisciplinary teams, including the ability to give and receive professional feedback;
- apply and adapt delivery style to meet diverse patient needs and conditions, demonstrating awareness of how language, beliefs, and potential biases influence healthcare interactions.

### INDICATIVE CONTENT

- Principles of effective communication with patients and colleagues:** for example, key communication skills (active listening, empathy, clarity); verbal and non-verbal communication in healthcare contexts; adapting communication style to patient needs, condition; barrier to effective communication and strategies to overcome them; giving and receiving feedback professionally within healthcare teams; effective patient interaction building rapport, empathy, and professionalism.
- Communication and collaboration in multidisciplinary teams:** for example, recognising and addressing unconscious bias in communication; professional email, messaging and documentation standards; role and responsibilities within multidisciplinary healthcare teams.
- Communication tools:** for example, use of digital tools for effective communication; data handling, confidentiality; data protection, and ethical considerations in digital communication.
- Cultural competence and inclusive communication:** for example, understanding the impact of culture, language, beliefs, and values on healthcare interactions; strategies for inclusive communication with patients, colleagues, and other stakeholders; adaptive information delivery to meet diverse needs, diverse needs, neurodiversity.

## Study Time Allocation

The study time for the module is divided as follows:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 15         | 15%         |
| Independent learning | 85         | 85%         |
| Placement learning   | 0          | 0           |
| <b>TOTAL</b>         | <b>100</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1 (*Tick one*)

☐ Written exam      ☐ Coursework      ☒ Practical

| Mode of assessment                                                                                                   | Volume      | Weighting             |
|----------------------------------------------------------------------------------------------------------------------|-------------|-----------------------|
| A work-based observation of students by senior member of staff on their verbal interaction and collaboration skills. | One element | 0%<br>Pass/fail basis |

The workplace mentor reports on the student's observed competence are assessed on a Pass/Fail basis. Students must pass the observations to pass the module.

### Assessment Component 2 (*Tick one*)

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment                                                                                                 | Volume               | Weighting |
|--------------------------------------------------------------------------------------------------------------------|----------------------|-----------|
| A reflection on the observation evaluating communication, collaboration and inclusive practice in health and care. | 500 words equivalent | 25%       |

### Assessment Component 3 (*Tick one*)

☐ Written exam      ☐ Coursework      ☒ Practical

| Mode of assessment                                                                                                                                | Volume  | Weighting |
|---------------------------------------------------------------------------------------------------------------------------------------------------|---------|-----------|
| An academic interview demonstrating the ability to provide patient-centred instructions and overcome communication barriers in clinical practice. | 11 mins | 75%       |

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  | 0           |
| Coursework    | 25%         |
| Practical     | 75%         |
| <b>TOTAL</b>  | <b>100%</b> |

## INDICATIVE READING LIST

|                       |                                                                                                                                                                                                                                                               |                                     |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| <b>Module Code</b>    | <b>BMSC4003A</b>                                                                                                                                                                                                                                              |                                     |
| <b>Module Title</b>   | <b>Communication and Collaboration in Healthcare</b>                                                                                                                                                                                                          |                                     |
| <b>Classification</b> | <b>Reading List entry</b>                                                                                                                                                                                                                                     | <b>Electronic*</b>                  |
| Essential             | Henley, A. and Schott, J. (1999) <i>Culture, Religion and Patient Care in a Multi-Ethnic Society: A Handbook for Professionals</i> . London: Age Concern Books.                                                                                               | <input checked="" type="checkbox"/> |
| Essential             | Lake, D., Baerg, K. and Paslawski, T. (2015) <i>Teamwork, Leadership and Communication: Collaboration Basics for Health Professionals</i> . Edmonton, Alberta: Brush Education Inc.                                                                           | <input checked="" type="checkbox"/> |
| Essential             | Mackreth, P. (2021) <i>A Handbook for Support Workers in Health and Social Care: A Person-Centred Approach</i> . 1st edn. Abingdon, Oxon: Routledge.                                                                                                          | <input checked="" type="checkbox"/> |
| Essential             | Maguire, P. (2000) <i>Communication Skills for Doctors: A Guide to Effective Communication with Patients and Families</i> . London: Arnold.                                                                                                                   | <input checked="" type="checkbox"/> |
| Essential             | Moss, B. (2020) <i>Communication Skills in Nursing, Health and Social Care</i> . London: Sage.                                                                                                                                                                | <input checked="" type="checkbox"/> |
| Essential             | O'Toole, G. (2026) <i>Communication: Core Interpersonal Skills for Healthcare Professionals</i> . 5th edn. Chatswood, NSW: Elsevier.                                                                                                                          | <input checked="" type="checkbox"/> |
| Further               | Dean, M. (1993) "Effective communication with patients", <i>The Lancet</i> , 342(8885), p. 1477.                                                                                                                                                              | <input checked="" type="checkbox"/> |
| Further               | Daghriri, S.M. et al. (2024) "Collaboration among multidisciplinary medical teams: strategies and challenges of building collaborative teams to improve health care", <i>Journal of International Crisis and Risk Communication Research</i> , 7(S9), p. 889. | <input checked="" type="checkbox"/> |
| Further               | Gault, I., Shapcott, J., Luthi, A. and Reid, G. (2017) <i>Communication in Nursing and Healthcare: A Guide for Compassionate Practice</i> . London: Sage.                                                                                                     | <input checked="" type="checkbox"/> |

|                       |                                                                                                         |
|-----------------------|---------------------------------------------------------------------------------------------------------|
| <b>Module Code</b>    | <b>BMSC4007A</b>                                                                                        |
| <b>Title</b>          | <b>Foundations of Professional Practice</b>                                                             |
| <b>Date</b>           | <b>03/08/2026</b>                                                                                       |
| <b>Level</b>          | <b>4</b>                                                                                                |
| <b>Credits</b>        | <b>20</b>                                                                                               |
| <b>Pre-Requisites</b> | <b>N/A</b>                                                                                              |
| <b>DBS Check</b>      | <b>May be required</b> <input type="checkbox"/> <b>Not required</b> <input checked="" type="checkbox"/> |

### AIM(S)

- To equip students with the foundational understanding of professional conduct, ethical responsibilities, and quality governance required to operate safely and effectively within the Healthcare Science environment.

### LEARNING OUTCOMES

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

- build their own professional development to support competency development and workplace improvement;
- demonstrate understanding of the importance of Quality Management System (QMS), quality assurance, and duty of care in their work environment;
- demonstrate understanding of legal and ethical principles, accurate record-keeping standards, and their implication for patient safety and professional accountability.

### INDICATIVE CONTENT

- Introduction to professional bodies and certification pathways:** for example, understanding professional standards, code of conducts and their implication for practice; overview of relevant regulatory and professional bodies in healthcare.
- Professional development planning and reflective practice:** for example, pathways for career progression and Continuing Professional Development (CPD) within the healthcare profession; goal-setting techniques and SMART objectives for professional growth; reflective practice frameworks to evaluate personal and professional experiences; linking reflection to competency development and workplace improvement.
- Audit and quality improvement principles:** for example, introduction to clinical audit; Quality Management System audit; quality improvement methods and tools; identifying gaps in practice; data collection, analysis and interpretation for Quality Improvement (QI) initiatives.
- Record keeping:** for example, importance of accurate, timely, and confidential record-keeping in healthcare; types of records (patient records, equipment log, and professional documentation); legal and professional requirements for record maintenance.
- Legal and ethics:** for example, overview of key healthcare legislations; professional codes of conduct and regulatory guidance; ethical principles; information governance.

- **Quality management systems:** for example, structure and purpose of Quality Management System in healthcare; policies, procedures and standard operating procedures (SOPs) as part of QMS.
- **Quality assurance, duty of quality, and Duty of Candour:** for example, principles of quality assurance and its role in patient safety and service excellence; healthcare professional responsibilities for maintain quality; requirements for assurance; professional boundaries in clinical environments; understanding the legal framework around “Duty of Candour”.

## Study Time Allocation

The study time for the module is divided as follows:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 30         | 15%         |
| Independent learning | 170        | 85%         |
| Placement learning   | 0          | 0           |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1 (*Tick one*)

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment                                                                                                                                                                                                                               | Volume     | Weighting |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------|
| Work-based integrated portfolio assessing professional development, team engagement, service improvement, and governance knowledge. The portfolio includes a reflection on personalised CPD plan with evidence of mandatory training undertaken. | 2 elements | 50%       |

### Assessment Component 2 (*Tick one*)

☐ Written exam      ☐ Coursework      ☒ Practical

| Mode of assessment                                                                                       | Volume | Weighting |
|----------------------------------------------------------------------------------------------------------|--------|-----------|
| An in-class online quiz assessing quality improvement, legal, ethical and quality management principles. | 1 hour | 50%       |

**Assessment Summary**

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  | 0           |
| Coursework    | 50%         |
| Practical     | 50%         |
| <b>TOTAL</b>  | <b>100%</b> |

**INDICATIVE READING LIST**

| Module Code    | BMSC4007A                                                                                                                                                                                 |                                     |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Module Title   | Foundations of Professional Practice                                                                                                                                                      |                                     |
| Classification | Reading List entry                                                                                                                                                                        | Electronic*                         |
| Essential      | Commission for Health Improvement, Royal College of Nursing and University of Leicester (2002) <i>Principles for Best Practice in Clinical Audit</i> . Abingdon: Radcliffe Medical Press. | <input checked="" type="checkbox"/> |
| Essential      | Ente, C. and Ukpe, M. (2022) <i>Essentials for Quality and Safety Improvement in Health Care</i> .                                                                                        | <input checked="" type="checkbox"/> |
| Essential      | Johnson, J.K. and Sollecito, W.A. (2021) <i>McLaughlin and Kaluzny's Continuous Quality Improvement in Health Care</i> . 5th edn. Burlington, MA: Jones & Bartlett Learning.              | <input checked="" type="checkbox"/> |
| Essential      | Moon, J.A. (1999) <i>Reflection in Learning and Professional Development: Theory and Practice</i> . London: Kogan Page.                                                                   | <input checked="" type="checkbox"/> |
| Further        | British Medical Association (2012) <i>Medical Ethics Today: The BMA's Handbook of Ethics and the Law</i> . 3rd edn. Chichester, West Sussex: John Wiley & Sons.                           | <input checked="" type="checkbox"/> |
| Further        | College of Occupational Therapists (2010) <i>Record Keeping</i> . 2nd edn. London: College of Occupational Therapists.                                                                    | <input checked="" type="checkbox"/> |
| Further        | Solid, C.A. (2022) <i>Practical Strategies to Assess Value in Health Care</i> . Cham, Switzerland: Springer.                                                                              | <input checked="" type="checkbox"/> |
| Further        | Vordermark, J.S. (2020) <i>An Introduction to Medical Decision-Making: Practical Insights and Approaches</i> . Cham: Springer.                                                            | <input checked="" type="checkbox"/> |
| Further        | Williams, R. (2017) "Information governance laws and principles", <i>Nursing Management</i> , 24(5), pp. 14–14.                                                                           | <input checked="" type="checkbox"/> |

|                       |                                                                                                         |
|-----------------------|---------------------------------------------------------------------------------------------------------|
| <b>Module Code</b>    | <b>BMSC4009A</b>                                                                                        |
| <b>Title</b>          | <b>Introduction to Clinical and Biological Foundations</b>                                              |
| <b>Date</b>           | <b>03/08/2026</b>                                                                                       |
| <b>Level</b>          | <b>4</b>                                                                                                |
| <b>Credits</b>        | <b>10</b>                                                                                               |
| <b>Pre-Requisites</b> | <b>N/A</b>                                                                                              |
| <b>DBS Check</b>      | <b>May be required</b> <input type="checkbox"/> <b>Not required</b> <input checked="" type="checkbox"/> |

### AIM(S)

- To provide a holistic understanding of human anatomy and physiology and the clinical observation skills necessary to recognise the relationship between biological systems and medical technology.

### LEARNING OUTCOMES

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

- demonstrate knowledge and understanding of the structure and function of human body systems and their interrelationships;
- apply clinical observation and patient interaction skills safely and professionally, recording and interpreting findings in a work-based context.

### INDICATIVE CONTENT

- **Holistic overview of human anatomy and physiology:** for example, key body systems; understanding structure-function relationships and interdependence of body systems; common clinical measures (vital signs, laboratory values) and basic physiological monitoring; integration of physiological processes in maintaining homeostasis.
- **Clinical observation and patient interaction/simulation skills:** for example, principles of clinical observation (patient assessment, history-taking, and recognising normal vs abnormal findings (simulation); recording observations accurately and ethically; integration of theory (anatomy, physiology, pathophysiology) into practice-based observation; difference between erroneous results and reading indicating needs to be escalated, differentiate between equipment or patient or environment “error”, valid or invalid (device problem), normal or abnormal (medical issue).

## Study Time Allocation

The study time for the module is divided as follows:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 15         | 15%         |
| Independent learning | 85         | 85%         |
| Placement learning   | 0          | 0           |
| <b>TOTAL</b>         | <b>100</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1 (*Tick one*)

☐ Written exam      ☐ Coursework      ☒ Practical

| Mode of assessment                                                                                                                                                                                                                                                                                      | Volume  | Weighting |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-----------|
| Academic interview - analyse a discipline-specific physiological measurement, explain normal physiological parameters, identify sources of noise or interference, and critically evaluate whether observed errors are patient-derived, environment-derived, or pathological using scientific reasoning. | 11 mins | 75%       |

### Assessment Component 2 (*Tick one*)

☐ Written exam      ☐ Coursework      ☒ Practical

| Mode of assessment                                                                                                                                                                                  | Volume      | Weighting             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------------------|
| A workplace-based practical observation of students by senior member of staff of patient history-taking, clinical assessment, and preparation for a procedure relevant to the student's discipline. | One element | 0%<br>Pass/fail basis |

The workplace mentor reports on the student's observed competence are assessed on a Pass/Fail basis. Students must pass the observations to pass the module.

### Assessment Component 3 (*Tick one*)

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment                                                                                                                          | Volume    | Weighting |
|---------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| A structured reflective written account based on the observation evaluating performance and identifying areas for professional development. | 500 words | 25%       |

**Assessment Summary**

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  | 0           |
| Coursework    | 25%         |
| Practical     | 75%         |
| <b>TOTAL</b>  | <b>100%</b> |

**INDICATIVE READING LIST**

| Module Code    | BMSC4009A                                                                                                                                                                    |                                     |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Module Title   | Introduction to Clinical and Biological Foundations                                                                                                                          |                                     |
| Classification | Reading List entry                                                                                                                                                           | Electronic*                         |
| Essential      | Cohen, B.J. and Hull, K.L. (2020) <i>Memmler's The Human Body in Health and Disease</i> . 14th edn. Edited by M. Adler. Burlington, MA: Jones & Bartlett Learning.           | <input checked="" type="checkbox"/> |
| Essential      | Lapworth, T. and Cook, D. (2024) <i>Clinical Assessment: Survival Guide</i> . 2nd edn. London: Routledge.                                                                    | <input checked="" type="checkbox"/> |
| Essential      | Reinus, W.R. (ed.) (2014) <i>Clinician's Guide to Diagnostic Imaging</i> . New York: Springer.                                                                               | <input checked="" type="checkbox"/> |
| Essential      | Rubin, E. and Reisner, H.M. (eds.) (2020) <i>Principles of Rubin's Pathology</i> . 7th edn. Philadelphia: Wolters Kluwer.                                                    | <input checked="" type="checkbox"/> |
| Essential      | Tuan, R.L. and Porth, C. (2021) <i>Porth's Essentials of Pathophysiology</i> . 5th edn. Edited by T.L. Norris. Philadelphia: Wolters Kluwer.                                 | <input checked="" type="checkbox"/> |
| Essential      | VanPutte, C.L., Regan, J.L. and Russo, A.F. (2020) <i>Seeley's Essentials of Anatomy and Physiology</i> . 10th edn. New York, NY: McGraw-Hill Education.                     | <input checked="" type="checkbox"/> |
| Further        | Le Vay, D. (2001) <i>Human Anatomy and Physiology</i> . 4th edn. London: Hodder & Stoughton.                                                                                 | <input checked="" type="checkbox"/> |
| Further        | Mahbubani, K. (2023) <i>History Taking in Clinical Practice</i> . Cham: Springer.                                                                                            | <input checked="" type="checkbox"/> |
| Further        | Peate, I. (2018) <i>Fundamentals of Anatomy and Physiology Workbook: A Study Guide for Nursing and Healthcare Students</i> . Chichester, West Sussex: John Wiley & Sons Ltd. | <input checked="" type="checkbox"/> |

|                       |                                                                                                         |
|-----------------------|---------------------------------------------------------------------------------------------------------|
| <b>Module Code</b>    | <b>BMSC4015A</b>                                                                                        |
| <b>Title</b>          | <b>Study and Academic Research Skills</b>                                                               |
| <b>Date</b>           | <b>03/08/2026</b>                                                                                       |
| <b>Level</b>          | <b>4</b>                                                                                                |
| <b>Credits</b>        | <b>20</b>                                                                                               |
| <b>Pre-Requisites</b> | <b>N/A</b>                                                                                              |
| <b>DBS Check</b>      | <b>May be required</b> <input type="checkbox"/> <b>Not required</b> <input checked="" type="checkbox"/> |

### AIM(S)

- To bridge the transition from workplace to higher education study by equipping students with the essential academic thinking, information literacy, and digital research skill necessary for success at level 4 and subsequent progression in their healthcare science career.

### LEARNING OUTCOMES

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

- demonstrate knowledge and understanding of the principles of academic integrity;
- conduct structured secondary research and build and communicate an evidence-based argument.

### INDICATIVE CONTENT

- Introduction to university learning:** for example, understanding academic expectations, transitioning to independent learning, managing workload and deadlines.
- Study skills and strategies:** for example, note-taking techniques, active reading and critical thinking, preparing for assessment and exams.
- Evaluating credibility and reliability:** for example, how to assess source credibility (authorship, purpose, audience, and bias); fact-checking methods.
- Academic integrity and honesty:** for example, definitions of plagiarism, collusion and self-plagiarism; academic honesty in the age of AI and digital resources; building a culture of integrity.
- Sourcing and referencing:** for example, understanding source types (primary, secondary and tertiary); effective searching techniques; introduction to Harvard referencing style (in-text citations, reference lists, and paraphrasing); using reference management tools (Mendeley, RefWorks).
- AI and the research process:** for example, what AI is and how it influences information creation; using tools for academic research; ethical and responsible AI use (transparency, bias, and authorship).
- Communicating evidence and building arguments:** for example, structuring and evidence-based argument; integrative multiple sources; communicating findings clearly in writing and presentations.

## Study Time Allocation

The study time for the module is divided as follows:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 30         | 15%         |
| Independent learning | 170        | 85%         |
| Placement learning   | 0          | 0           |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1 (Tick one)

☐ Written exam      ☐ Coursework      ☒ Practical

| Mode of assessment                                                                                                                                                                                                                                      | Volume                                                                  | Weighting |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-----------|
| Academic interview based on an accompanying research-focused paper, in which students review and synthesise the findings from the academic literature on a discipline-related topic, demonstrating a systematic search strategy and academic integrity. | 15 minute academic interview, 1,500-word evidence-based written report. | 100%      |

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  | 0           |
| Coursework    | 0           |
| Practical     | 100%        |
| <b>TOTAL</b>  | <b>100%</b> |

## INDICATIVE READING LIST

| Module Code    | <b>BMSC4015A</b>                                                                                                                                             |                                     |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Module Title   | <b>Study and Academic Research skills</b>                                                                                                                    |                                     |
| Classification | Reading List entry                                                                                                                                           | Electronic*                         |
| Essential      | Burns, T. and Sinfield, S. (2022) <i>Essential Study Skills: The Complete Guide to Success at University</i> . 5th edn. London: Sage.                        | <input checked="" type="checkbox"/> |
| Essential      | Cottrell, S. (2019) <i>The Study Skills Handbook</i> . 5th edn. London: Red Globe Press.                                                                     | <input checked="" type="checkbox"/> |
| Essential      | Pears, R. and Shields, G. (2025) <i>Cite Them Right: The Essential Referencing Guide</i> . 13th edn. London: Red Globe Press.                                | <input checked="" type="checkbox"/> |
| Essential      | Tanguay, E., Hanratty, P. and Martin, B. (2020) <i>Reflective Writing for Nursing, Health and Social Work</i> . London: Learning Matters.                    | <input checked="" type="checkbox"/> |
| Further        | Aveyard, H. (2023) <i>Doing a Literature Review in Health and Social Care: A Practical Guide</i> . 5th edn. Maidenhead: Open University Press. Available at: | <input checked="" type="checkbox"/> |

|                       |                                                                                                                                                                        |                                     |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| <b>Module Code</b>    | <b>BMSC4015A</b>                                                                                                                                                       |                                     |
| <b>Module Title</b>   | <b>Study and Academic Research skills</b>                                                                                                                              |                                     |
| <b>Classification</b> | <b>Reading List entry</b>                                                                                                                                              | <b>Electronic*</b>                  |
|                       | <a href="https://www.vlebooks.com/product/openreader">https://www.vlebooks.com/product/openreader</a><br>(Accessed: 7 July 2026).                                      |                                     |
| Further               | Cottrell, S. (2023) <i>Critical Thinking Skills: Effective Analysis, Argument and Reflection</i> . 4th edn. London: Red Globe Press.                                   | <input checked="" type="checkbox"/> |
| Further               | Dawson, C. (2014) <i>The Mature Student's Study Guide: Essential Skills for Those Returning to Education or Distance Learning</i> . Maidenhead: Open University Press. | <input checked="" type="checkbox"/> |
| Further               | Wilkinson, D., Herring, J. and Savulescu, J. (2021) <i>Medical Ethics and Law: A Curriculum for the 21st Century</i> . 3rd edn. Edinburgh: Elsevier.                   | <input checked="" type="checkbox"/> |