

MODULE DIRECTORY

BSc (Hons) Health and Social Care

**Diploma of Higher Education Health and
Social Care**

LEVELS 5 and 6

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 Levels 5 and 6 within the BSc Health and Care portfolio 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

Module Code	BMHP5015
Title	Changemakers: Building your Personal Brand for Sustainable Employment
Date	25/06/2020
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

- Evaluate personal employability skills and their congruence with the skills required for professional practice in a real or simulated environment.
- Build a personal brand and promote a professional identity for a specific opportunity.

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☒ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

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

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

Module Code	BMHP5015	
Module Title	Changemakers: Building your Personal Brand for Sustainable Employment	
Classification	Reading List entry	Electronic*
Further	Snow, S. (2018) <i>Dream Teams: Working Together Without Falling Apart</i> . Piatkus.	☒
Further	Williams, B. (2020) <i>Diversity in the Workplace: Eye-Opening Interviews to Jumpstart Conversations about Identity, Privilege, and Bias</i> . Rockridge Press	☒
Further	Dawson, P. and Andriopoulos, C. (2017) <i>Managing Change, Creativity and Innovation</i> . SAGE Publications Ltd.	☒
Further	Clements, P., & Jones, J. (2008). <i>The diversity training handbook a practical guide to understanding & changing attitudes</i> (3rd ed.). London ; Philadelphia: Kogan Page.	☒

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

AMCAN(ION)

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

DEILLIANNAU DYSGU

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

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

CYNNWYS DANGOSOL

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

Dyraniad Amser Astudio

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

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

ASESU

Elfen Asesu 1 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

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

Elfen Asesu 2 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☒ Ymarferol

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

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN DDANGOSOL

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

Cod y Modwl	BMHP5015C	
Teitl y Modwl	Ysgogwyr Newid: Adeiladu eich Brand Personol ar gyfer Cyflogaeth Gynaliadwy	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Lock, D. (2018). <i>Project management</i> . Routledge	☒
Hanfodol	Dweck, C. (2017) <i>Mindset: Changing The Way You think To Fulfil Your Potential</i> . Robinson Publishers.	☒
Hanfodol	Griffith, B.A. (2014) <i>Working in Teams: Moving From High Potential to High Performance</i> . SAGE Publications Inc.	☒
Hanfodol	Baguley, P. (2003). <i>Teams and team-working</i> (New ed.). London: Teach Yourself.	☐
Hanfodol	Gensler, H. J. (2017). <i>Ethics : A contemporary introduction</i> (3 rd ed., Routledge contemporary introductions to philosophy). New York: Routledge.	☐
Hanfodol	Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015 (Ar-lein). Ar gael ar http://www.legislation.gov.uk/cy/anaw/2015/2/contents/enacted/welsh	☒
Pellach	Smale, B. and Fowlie, J. (2015) <i>How to Succeed at University an Essential Guide to Academic Skills and Personal Development</i> (2 nd Ed.). Los Angeles, [Calif.]: SAGE Study Skills Ser. Web.	☒

Cod y Modwl	BMHP5015C	
Teitl y Modwl	Ysgogwyr Newid: Adeiladu eich Brand Personol ar gyfer Cyflogaeth Gynaliadwy	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Pellach	Phillips, S. (2014) <i>The complete guide to professional networking : the secrets of online and offline success.</i> London, England : Kogan Page	☒
Pellach	Snow, S. (2018) <i>Dream Teams: Working Together Without Falling Apart.</i> Piatkus.	☒
Pellach	<i>Williams, B. (2020) Diversity in the Workplace: Eye-Opening Interviews to Jumpstart Conversations about Identity, Privilege, and Bias.</i> Rockridge Press	☒
Pellach	Dawson, P. and Andriopoulos, C. (2017) <i>Managing Change, Creativity and Innovation.</i> SAGE Publications Ltd.	☒
Pellach	Clements, P., & Jones, J. (2008). <i>The diversity training handbook a practical guide to understanding & changing attitudes</i> (3rd ed.). London ; Philadelphia: Kogan Page.	☒

Module Code	BMHP5014
Title	Changemakers: Creativity and Value Creation
Date	25/06/2020
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

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

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

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

AMCAN(ION)

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

DEILLIANNAU DYSGU

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

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

CYNNWYS DANGOSOL

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

Dyraniad Amser Astudio

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

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

ASESU

Elfen Asesu 1 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

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

Elfen Asesu 2 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

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

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN DDANGOSOL

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

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

Module Code	BMHP5018
Title	Children and Young People's Health, Wellbeing and Community Engagement
Date	08/12/2021
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To gain an understanding of a range of issues that may impact on the health, wellbeing and community engagement of children and young people.

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

- The biopsychosocial and socioeconomic factors that affect the health, wellbeing and community engagement of children and young people
- Appropriate models of learning, development and health and wellbeing and evaluate their applicability to the real life contexts of children and young people and their community engagement
- Current social policy relative to children and young people's health, wellbeing and community engagement at local, national and international levels (i.e. Well-being of Future Generations (Wales) Act 2015 and its impact on children and young people in Wales)
- Current international and (devolved) United Kingdom legislation, guidelines, policies and procedures relative to the safeguarding of children and young people, such as: the United Nations Convention on the Rights of the Child; the Children Act 1989; the Children Act 2004; the Children Act 2006; Every Child Matters; the Education Act 2002.
- Working with children and young people to support their safety, wellbeing and community engagement
- Supporting children and young people in terms of developing their self-confidence and self-esteem and of supporting community engagement.
- The creation of strategies that help children and young people protect themselves, assess risks, make decisions, become independent.
- Issues of empowerment of children and young people *vis-à-vis* positive and informed choices to support wellbeing and safety

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	4000 words equivalent	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMHP5018	
Module Title	Children and Young People's Health, Wellbeing and Community Engagement	
Classification	Reading List entry	Electronic*
Essential	Burton, M, Pavord, E. and Williams, B. (2014) <u>An Introduction to Child and Adolescent Mental Health</u> , London: Sage	☐
Essential	Foster, M. (2015) <u>How to Enhance the Mental health and Emotional Wellbeing of Primary Children with SEN</u> , London: LDA	☐
Essential	Larkin, M. (2013) <u>Health and Well-being Across the Life Course</u> , London: Sage	☐
Essential	Rose, J. Gilbert, G. & Richards, V. (2016) <u>Health and Well-being in Early Childhood</u> , London: Sage	☐
Further	Gerhardt, S. (2014) <u>Why Love Matters: How affection shapes a baby's brain</u> , (2 nd Ed) Hove: Routledge	☐
Further	Hulme, J. (2017). <u>The School of Wellbeing: 12 Extraordinary Projects Promoting Children and Young People's Mental Health and Happiness</u> . London: Jessica Kingsley	☐
Further	Padmore, J. (2016) <u>The Mental Health Needs of Children and Young People Guiding you to Key</u>	☐

Module Code	BMHP5018	
Module Title	Children and Young People's Health, Wellbeing and Community Engagement	
Classification	Reading List entry	Electronic*
	<u>Issues and Practices in CAMHS</u> , Maidenhead: Open University Press	
Further	www.mentalhealth.org	☒
Further	www.nhs.uk	☒
Further	www.wales.gov.uk	☒
Further	www.who.int	☒
Further	British Journal of Wellbeing	☒
Further	International Journal of Wellbeing	☒
Further	Journal of Public Health	☒

Module Code	BMHP5022
Title	Health Economics
Date	20/05/2025
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To develop knowledge and understanding of economic theory and practice relating to the impact upon services, policy and practice

LEARNING OUTCOMES

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

- Critically analyse and evaluate economic theory and practice relating to the design and delivery of health services
- Demonstrate a critical understanding of the contextual complexities involved in developing and delivering effective, equitable and efficient health strategies, policies and procedures.

INDICATIVE CONTENT

- Elements and concepts of basic economic theory
- Elements and concepts of health economics
- Efficiency and equity in health services
- Different funding models and their impact on health-service provision
- Health economics and optimum service provision
- How emerging digital technologies impacts upon the role of practitioner and service user – including data protection and information communication technology.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Debate and Supporting Paper	8 minute participation in debate and 1000 word supporting paper	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMHP5022	
Module Title	Health Economics	
Classification	Reading List entry	Electronic*
Essential	Guinness, L. & Wiseman, V. (2011) <u>Introduction to Health Economics (Understanding Public Health)</u> , 2 nd Ed. New York. Open University Press, McGraw Hill.	☐
Essential	Jackson, D. (2012) <u>Healthcare Economics Made Easy</u> . Oxfordshire. Scion Publishing Ltd.	☐
Essential	Phillips, C.J. (2005). <u>Health Economics: an Introduction for Health Professionals</u> . Oxford: Blackwell	☐
Further	Folland S., Goodman, A. C. & Stano, M. (2012) <u>The Economics of Health and Health Care: International Version</u> , 7 th Ed. London. Pearson.	☐
Further	Morris, S., Devlin, N., Parkin, D. & Spencer, A. (2012) <u>Economic Analysis in Health Care</u> . England. John Wiley & Sons Ltd.	☐
Further	European journal of health economics	☒
Further	Forum for health economics & policy	☒
Further	Health economics, policy and law	☒
Further	International journal of health care finance and economics	☒
Further	Journal of health economics	☒
Further	www.ohe.org	☒
Further	www.healtheconomics.com	☒
Further	www.medicine.ox.ac.uk/bandolier/painres/.../what_is_health_econ.pdf	☒
Further	www.herc.ox.ac.uk	☒

Module Code	BMHP5019
Title	Introduction to Independent Research Skills
Date	08/12/2021
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To develop skills of independent enquiry, research and analysis by undertaking a sustained research project in order to investigate a topic related to the health, care or digital professions

LEARNING OUTCOMES

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

- Use academic research and examination of literature to independently examine an area of study related to the health, care or digital professions
- Evaluate, justify and present research outcomes

INDICATIVE CONTENT

- Types of primary and secondary 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)
- Ethical considerations in secondary research
- Overall strategy and duration; tasks with target dates; presentation of results; scheduled monitoring process; recording of amendments to plan
- 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
- Contributions to practice in the health, care and / or digital professions
- 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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	400 words	10%

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	3600 words	90%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMHP5019	
Module Title	Introduction to Independent Research Skills	
Classification	Reading List entry	Electronic*
Essential	Aveyard, H. (2014) <u>Doing a Literature Review in Health and Social Care</u> . Buckingham: OU Press	☐
Essential	Aveyard, H (2015) <u>A Beginner's Guide To Critical Thinking And Writing In Health And Social Care</u> Open University Press London	☐
Essential	Bell, J. (2005) <u>Doing your research project – A guide for first time researchers in Health and Social Science</u> . Buckingham: O U Press	☐
Essential	Bruce, L. (2007) <u>Understanding Research and Evidence Based Practice (Health and Social Care: Knowledge and skills)</u> . London: Reflect Press	☐
Essential	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	☐
Further	Ridley, D. (2012) <u>The Literature Review: A Step by Step Guide for Students</u> . London	☐
Further	BMJ online	☒
Further	Health Care Analysis	☒
Further	Journal of Nursing Research	☒
Further	Nursing Ethics	☒
Further	Community Care	☒
Further	www.wg.gov.uk	☒
Further	www.nice.org.uk	☒
Further	www.who.org.uk	☒

Module Code	BMHP5023
Title	Introduction to Physiology
Date	08/12/2021
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To develop holistic overview of the structure and functioning of the human body and how this informs the planning of care for individuals in health and care

LEARNING OUTCOMES

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

- Demonstrate critical understanding of the basic structure and healthy functioning of the human body
- Analyse how routine data collected in health and social care is used

INDICATIVE CONTENT

- 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
- Regulation of internal activities: regulation of e.g. body temperature, heart rate, respiration rate, blood sugar, urine output
- 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
- Health promotion and the role of health and social care in promoting health and well-being.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words	100%

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	15 minute presentation	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMHP5023	
Module Title	Introduction to Physiology	
Classification	Reading List entry	Electronic*
Essential	Waugh, A. & Grant, A. (2014) <u>Ross and Wilson Anatomy and Physiology in Health and Illness: (12th Edition)</u> London: Churchill Livingstone	☐
Essential	Cook, N. Shepherd, A & Boore, J.(2021) <u>Essentials of Anatomy and Physiology for Nursing Practice.</u>	☐
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	☐
Further	www.bbc.co.uk/science/humanbody	☐
Further	www.innerbody.com	☐
Further	www.visiblebody.com/index.html	☐

Module Code	BMHP5020
Title	Leading and Managing Health and Care Teams
Date	08/12/2021
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To examine the importance, impacts and implications of the skills, challenges and found within effective leadership and management within health and care teams

LEARNING OUTCOMES

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

- Demonstrate a critical understanding of the different types of teams and the roles they play in health and care.
- Critique the opportunities and challenges presented by team working, and skills and resources needed by managers to maximise the performance of their team(s).

INDICATIVE CONTENT

- Different types of teams.
- Team working in the context of human behaviour.
- Teams and organisational culture.
- The advancement of technology and a critique of how this has impacted on team working and management.
- Identifying and overcoming poor performance in teams.
- Leadership in teams and the difference between formal and informal leaders.
- Evaluation of leadership styles.
- Training and development in a team setting.
- Appraising team performance.
- The role of communication in effective team management.
- How emerging digital technologies impacts upon the role of leader and manager in health and care
- The role culture plays as a barrier or facilitator to skills

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	4000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMHP5020	
Module Title	Leading and Managing Health and 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	☐
Essential	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.	☐
Further	Norhouse, P.G. (2010) <u>Leadership: Theory and Practice</u> , Fifth Edition. London: Sage Publications.	☐
Further	Rees, G. & French, R. (2010) <u>Leading, Managing and Developing People</u> . Third Edition. London: CIPD	☐
Further	Robinson, P., Chimay, C., Anumba, J. & Patel, M. (2010) <u>Governance and Knowledge Management for Public-Private Partnerships</u> . Wiley Blackwell.	☐
Further	Thompson, N. (2015) <u>People Skills</u> . Fourth Edition. Basingstoke: Palgrave Macmillan.	☐
Further	British Journal of Management	☒
Further	Human Resources Management Journal	☒
Further	International Journal of Public Management	☒
Further	Management Today	☒
Further	People Management Journal	☒
Further	www.cipd.co.uk	☒
Further	www.open.gov.uk	☒
Further	www.dti.gov.uk/bestpractice/management.leadership.ht	☒
Further	www.dh.gov.uk	☒
Further	www.leadership-he.com	☒

Module Code	BMHP5016
Title	Principles of Health and Social Care Practice
Date	13/07/2020
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMHP5016	
Module Title	Principles of Health and Social Care Practice	
Classification	Reading List entry	Electronic*
Essential	Akhtar, F (2013) <u>Mastering Social Work Values and Ethics (Mastering Social Work Skills)</u> Jessica Kingsley Pub London	☐
Essential	Edwards, D.J. and Best, S. (Eds). (2020). The Textbook of Health and Social Care. London: Sage	☐
Essential	Glasby, J. (2017). Understanding Health and Social Care (3rd edn.). Bristol: Policy Press	☐
Essential	Bartley, M (2016) <u>Health Inequality: An Introduction to Concepts, Theories and Methods 2nd Edition</u> Polity Press; London	☐
Further	www.ccwales.org.uk www.dh.gov.uk/health	☒

Module Code	BMHP5016	
Module Title	Principles of Health and Social Care Practice	
Classification	Reading List entry	Electronic*
Further	www.health/online/online.co.uk www.wales.gov.uk	☒
Further	www.who.org	☒
Further	Social Work Exeter: Learning Matters	☒
Further	Community Care	☒
Further	Journal of social Policy	☒
Further	Nursing Times	☒

Module Code	BMHP5021
Title	Protecting and Supporting Families in Health and Care
Date	08/12/2021
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To examine multi and inter disciplinary responses and partnership working within health and care when providing protection and support for families in the UK

LEARNING OUTCOMES

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

- Examine and evaluate multi and inter disciplinary responses and partnership working within the support offered to children, young people and families in the health and care professions
- Examine and analyse the protective services offered to all members of the family by professionals in the health and social care sectors

INDICATIVE CONTENT

- Children's rights / parenting, family structure
- Communities and multicultural society.
- Assessment of children's needs, identity, Behaviour, social and moral development, health and wellbeing, and family relationships.
- Factors influencing the experiences of children young people and families.
- Approaches and interventions,
- Multi and inter disciplinary responses and partnership with children, young people and families, principles of effective communication, the Common Assessment Framework
- The main principles that underpin the various models and theories of development.
- Factors which impact on the multi and inter disciplinary responses and partnership working with families' practice.
- How emerging digital technologies impacts upon the role of practitioner and service user – including data protection and information communication technology.
- The role national policies and procedures play to services

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	15 minutes per individual	50%

Assessment Component 2 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMHP5021	
Module Title	Protecting and Supporting Families in Health and Care	
Classification	Reading List entry	Electronic*
Essential	Frost, N. (2020) <i>Safeguarding Children and Young People: A Guide for Professionals Working Together</i> . London: Sage.	☒
Essential	Dobson, J. (2020) <i>Working with Children Families and Young People: Professional Dilemmas, Perspectives and Solutions</i> .	
Essential	Walton, A and Goddard, G (2013) <u>Supporting Every Child (Working with Children, Young People and Families Learning Matters</u> , 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	BMHP6023
Title	Children, Young People and Emerging Technologies
Date	08/12/2021
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To critically examine the impact and implications of digital media and emergent technologies on children and young people.

LEARNING OUTCOMES

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

- Critically examine the impact that emergent technologies, social media and digital communities have upon the lives of children and young people,
- Critically evaluate the positive and negative implications of such technologies on the skillset, mindset and social interactions of children and young people

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
- Arguments for and against censorship and control in the access and use of new digital media.
- How new social media construct images of childhood and the impact on children and young people.
- The rise in influence of social media celebrities
- Addictive behaviours and digital devices
- The role of society in monitoring and controlling the impact of digital technology on children and young people.
- Focus on development, learning, behaviour and socialisation.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Debate or Discussion	15 minutes per individual	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMHP6023	
Module Title	Children, Young People and Emerging Technologies	
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	☒
Further	www.anti-bullyingalliance.org.uk	☒
Further	www.aracy.org.au	☒
Further	www.bullying.co.uk	☒
Further	www.childline.org.uk	☒
Further	www.mashable.com	☒
Further	www.saferinternet.org.uk	☒
Further	www.childrensmediafoundation.org	☒
Further	www.childwise.co.uk	☒

Module Code	BMHP6024
Title	Coaching, Mentoring and Professional Development in Health and Care
Date	08/12/2021
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To critically examine how managers can develop the new skills required by staff in the contemporary health and care workplace through CPD, coaching and mentoring.

LEARNING OUTCOMES

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

- Critically assess the benefits of coaching and mentoring practitioners in health and care using examples of effective coaching and mentoring strategies in place
- Evaluate the skills required by staff in a technologically driven workplace environment and how these can be nurtured by health and care managers

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.
- How the modern health and care workplace uses technology, and associated data, and therefore what skills are required of staff.
- Case study examples of effective C&M strategies.
- The role of technology in developing learning resources.
- The role of technology in developing effective and bespoke development pathways for individual professionals.
- Management implications of supporting coaching and mentoring in the work setting
- 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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	4000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMHP6024	
Module Title	Coaching, Mentoring and Professional Development in Health and 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	☐
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	☐
Further	Mumford, A & Gold, J (2010) <u>Management and Leadership Development</u> . London: CIPD	☐
Further	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	BMHP6025
Title	Contemporary Impacts in Supporting Young People
Date	08/12/2021
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To explore how professionals in health and / or care can support young people living with the physiological and emotional impact of trauma

LEARNING OUTCOMES

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

- Analyse the physiological and emotional implications of trauma and the relationship between the experience and behaviour
- Evaluate the implications for support and provision for young people and examples of best practice currently in place

INDICATIVE CONTENT

- Brain development and how an exposure to trauma at a young age impacts on this process.
- The role of risk taking behaviour in adolescent development.
- The challenges presented to professionals in helping young people who have been impacted by trauma.
- What is meant by 'trauma informed' working and the journey of this concept to the modern day.
- The ACE's research and its impact.
- The skills required by staff using a trauma informed approach.
- How organisations have changed their policy and practice to reflect this new understanding.
- Case studies of both young people and organisations.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	4 components	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMHP6025	
Module Title	Contemporary Impacts in Supporting Young People	
Classification	Reading List entry	Electronic *
Essential	BMJ Online	☒
Essential	Community Development Journal	☒
Essential	Health Education Research	☒
Essential	Health Promotion International	☒
Essential	Internet Journal of Health Promotion	☒
Essential	Journal of Educational Psychology	☒
Essential	Journal of Health Education	☒
Essential	Risk Analysis	☒
Further	www.cipd.co.uk	☒
Further	www.open.gov.uk	☒
Further	www.dti.gov.uk/bestpractice/management.leadership.ht	☒
Further	www.dh.gov.uk	☒
Further	www.leadership-he.com	☒

Module Code	BMHP6026
Title	Digital Transformation in the Health and Care Professions
Date	08/12/2021
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To evaluate the impact and implications of the digital transformation of services within health and care for professionals, service users, and providers

LEARNING OUTCOMES

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

- Evaluate contemporary digital transformations for professionals and service users within the health and care
- Investigate innovative digital technologies and devices and the impact upon communities and populations

INDICATIVE CONTENT

- Factors within delivery of services within health and care which have been digitally transformed
- 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 and digital literacy
- Community development: digital projects and initiatives related to community improvement
- Digital devices and their impact upon services
- Forming and developing current and future communities using software and ICT
- Empowering communities
- Digital communications and its role in community development
- Innovations in technologies which impact upon health and care
- Impacts upon political systems and funding
- Understanding the impacts of misinformation and misuse of language
- Explore uses of 'big data' and AI in health and social care
- The role of change agents/change management in digital transformation
- How data is used to inform, regulate and evaluate change
- Barriers to digital and transformation (i.e. People, poor involvement of users at that start, bad communication, change for change sake, financial constraints)

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Viva Voce	15 minutes per individual	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMHP6026	
Module Title	Digital Transformation in the Health and Care Professions	
Classification	Reading List entry	Electronic*
Essential	www.scie.org.uk	☒
Essential	www.ccwales.org.uk	☒
Essential	www.communitycare.org.uk	☒
Essential	http://gov.wales	☒
Essential	www.nhs.uk	☒
Essential	www.nesta.org.uk	☒

Module Code	BMHP6027
Title	Empowering the Older Person
Date	08/12/2021
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To critically evaluate the contemporary provision when caring for and empowering the older person as well as implications for future development

LEARNING OUTCOMES

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

- Identify and evaluate the care, empowerment and support needs of the older person and how these are met by current local and / or national
- Analyse the emergent technological provision and innovations in meeting the care, empowerment and support needs of the older person

INDICATIVE CONTENT

- The ageing population, active ageing and healthy ageing
- Advances in new technology, including the challenges and use of artificial intelligence in care provision
- Empowerment, enabling and inclusion.
- Standards, quality, education, and training.
- Positive approach to care; person centred approach
- Policy/strategies and their capacity to empower and positively improve care services for older people
- Safeguarding: dignity, respect, empathy, and compassionate care
- Understanding the needs and support of the older person.
- Policy and strategies for positive change in care of the older person.
- Health and wellbeing, quality of life, palliative, and end of life care.
- Progressive /terminal illness, dementia
- Challenges associated with care, the carers' role.
- Advances in technology, communication, and medical devices
- Teepa Snow and the future of older person care

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual Presentation	15 minutes	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Debate / Discussion	15 minutes per overall contribution	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMHP6027	
Module Title	Empowering the Older Person	
Classification	Reading List entry	Electronic*
Essential	Brooker, D. and Lillyman, S. (2013) <u>Nursing & Health Survival Guide: Dementia Care (Nursing and Health Survival Guides)</u> London: Pearson	☐
Essential	Fredman, G., Anderson, E, and Stott, J, (2010) <u>Being with Older People: A Systemic Approach (Systemic Thinking and Practice)</u> London: Karnac Books	☐
Essential	Heathcote, J. (2011) <u>Group and Individual Work with Older People</u> , London: Kingsley	☐
Further	British Journal of Mental Health Nursing	☒
Further	British Journal of Social Work	☒
Further	Journal of Community Nursing	☒
Further	Journal of Psychiatric and Mental Health Nursing	☒

Module Code	BMHP6027	
Module Title	Empowering the Older Person	
Classification	Reading List entry	Electronic*
Further	Journal of Social Work	☒
Further	Mental Health Nursing	☒
Further	Mental Health Practice Magazine	☒
Further	www.cieh.org.uk Chartered Institute of Public Health	☒
Further	www.doh.gov.uk UK Department of Health	☒
Further	www.doh.gov.uk/cmo Chief Medical Officer's website	☒
Further	www.europa.eu.int European Union website	☒
Further	www.fphm.org.uk Faculty of Public Health	☒
Further	www.hda-online.org.uk Health Development Agency	☒
Further	www.hpa.org.uk Health Protection Agency	☒
Further	www.mind.org.uk/	☒
Further	www.nhs.uk Main NHS website	☒
Further	www.statistics.gov.uk National Statistics Online	☒
Further	www.who.int World Health Organisation	☒

Module Code	BMHP6028
Title	Facilitating Change and Managing Quality Outcomes in Health Ecosystems
Date	08/12/2021
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To develop and assess key overall strategic change management principles and quality outcomes to health and social care environments.

LEARNING OUTCOMES

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

- Critically examine and evaluate the factors that drive change in past and present health and social care services
- Assess the importance and derive long term plans for adapting to changes in future health-based provision and service delivery.

INDICATIVE CONTENT

- Governance and Manifestos for health provision and service delivery.
- Lifestyle forecasts, Consumer trends.
- Policy and strategy (Differences and linkages)
- Early years, physical literacy, and long-term health
- Facilities for future generations
- Organizational structures, processes, and relationships.
- Environmental impacts and its influence on health.
- Finance and National Debt on health infrastructure.
- Strategic capability - sustaining competitive advantage, diversification, and value creation.
- Corporate governance, business ethics and social responsibility, organizational purposes, and stakeholder expectation.
- Political and legal factors driving change within health and social care; Demographic and cultural: Technological.
- Impact of recent changes on services, organisations, and staff morale / outcomes.
- Key principles of change management.
- Implementation, quality assurance, auditing and change adaption.
- Barriers to change (internal and external).
- Health and care organisations (private, third sector and public).
- Improving quality e.g., customer service, service delivery, empowering the population.
- Health strategies and policies e.g., changing mindsets and focusing on prevention is better than cure.
- Future service provision and the role of new technologies.

Study Time Allocation

The study time for the module is divided as follows:

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

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	4000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMHP6028	
Module Title	Facilitating Change and Managing Quality Outcomes in Health Ecosystems	
Classification	Reading List entry	Electronic*
Essential	Martin, G. & Siebert, S. (2016) Managing people and organisations in changing contexts 2 nd ed.,. Abingdon: Routledge.	☐
Essential	Bresnen, M et.al., (2017) Managing Modern Healthcare 1 st ed., London: Routledge.	☐
Essential	Myers, P., Hulks, S. and Wiggins, L. (2012). <i>Organizational Change: Perspective on Theory and Practice</i> . Oxford: Oxford University Press.	☐
Essential	Gopee, N (2013) Leadership and Management in Healthcare Sage Publications Ltd 2 nd Edition London	☐
Further	Lynch (2015) Strategic Management, 7 th Edition, Pearson	☐
Further	Johnson, G, Scholes, K and Whittington, R (2013) Exploring Strategy (Text and Cases) London: Pearson	☐
Further	Miller, L. and Cable, C. (Eds) (2011) Professionalization, Leadership and Management in the Early Years, London: Sage.	☐
Further	Mullins, L. J. (2010) Management and Organisational Behaviour (9 th Edition), Harlow: Pearson.	☐

Module Code	BMHP6028	
Module Title	Facilitating Change and Managing Quality Outcomes in Health Ecosystems	
Classification	Reading List entry	Electronic*
Further	Morrison, J. (2009) International Business – Challenges in a Changing World Basingstoke: Palgrave	☐
Further	Wheelan, T, & Hunger, D (2009) Strategic Management and Business Policy	☐
Further	Economist	☒
Further	Harvard Business Review	☒
Further	Strategic Management Journal	☒

Module Code	BMHP6030
Title	Health, Wellbeing and Sustainable Development
Date	08/12/2021
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

- Past and present definitions and concepts of health, wellbeing, and sustainable development within health and social care
- Current policy focus on local level: as relevant e.g. Well Being Future Generations Act
- Impact of relevant initiatives on national and global level: changes to practice, development needs
- Social processes and impacts on concepts of health, wellbeing, and sustainable development
- Attitudes and perceptions of health, wellbeing, and sustainable development within public and media sphere
- Impact of current ideologies upon service users
- Future of health, wellbeing, and sustainable development ideals
- Evaluating health and wellbeing interventions and policies
- The role of social determinants of health
- The impact and role of emerging HSC technologies will have in creating a sustainable and stable HSC system

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	15 minutes	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMHP6030	
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.	☐
Essential	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	☒
Further	www.ONS.co.uk	☒
Further	www.un.org/en/	☒
Further	Environmental Impact Assessment Review	☒
Further	Journal of Wellbeing	☒
Further	Environmental Research and Public Health	☒

Module Code	BMHP6029
Title	Psychopathological Classifications and Provisions
Date	08/12/2021
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To critically examine the historical and current provisions and classifications of mental disorders in order to evaluate current care and provision

LEARNING OUTCOMES

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

- Critically examine the classification of mental and behavioural disorders as specified in the International Classification of Diseases
- Critically evaluate the relationship between historical and contemporary provision for those living with mental ill health or mental disorders

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
- Mental Health Support Services' and 'Secondary Mental Health Services'
- The Care Bill 2014
- How emerging digital technologies impacts upon the role of practitioner and service user
- Debates surrounding classifications of conditions
- Exploration of other mental health disorders and vulnerable groups within mental ill health and conditions
- Language and classifications utilised; i.e. 'disorder', 'condition', 'illness'
- The emerging issue of neurodivergence and reclassification

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual Presentation	15 minutes	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMHP6029	
Module Title	Psychopathological Classifications and Provisions	
Classification	Reading List entry	Electronic*
Essential	Jones, R. (2016) <u>Mental Capacity Act Manual</u> Sweet and Maxwell	☐
Essential	Phillips, P., Sandford, T. & Johnston, C. (2013) <u>Working in Mental Health: Practice and Policy in a Changing Environment</u> . Oxon: Routledge	☐
Further	Brown, K. (2010) <u>Vulnerable Adults and Community Care (Post-Qualifying Social Work Practice)</u> Exeter: Learning Matters	☐
Further	Harper, D. & Thompson, A. R. (2012) <u>Qualitative Research Methods in Mental Health and</u>	☐

Module Code	BMHP6029	
Module Title	Psychopathological Classifications and Provisions	
Classification	Reading List entry	Electronic*
	Psychotherapy: A Guide for Students and Practitioners. Chichester: Wiley Blackman	
Further	Rogers, A. & Pilgrim, D. (2010) The Sociology of Mental Health and Illness Fourth Edition. Maidenhead: McGraw-Hill	☐
Essential	British Journal of Learning Disabilities	☒
Essential	British Journal of Mental Health Nursing	☒
Essential	Journal of Learning Disabilities	☒
Essential	Mental Health Nursing	☒
Essential	Mental Health Practice Magazine	☒
Further	www.hpa.org.uk Health Protection Agency	☒
Further	www.mind.org.uk/	☒
Further	www.nhs.uk Main NHS website	☒
Further	www.statistics.gov.uk National Statistics Online	☒
Further	www.who.int World Health Organisation	☒

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

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

Module Code	BMHP6020	
Module Title	Independent Project	
Classification	Reading List entry	Electronic*
Essential	Cottrell S, (2015) <i>Skills for Success Personal Development and Employability</i> , 3 rd edition, Palgrave. London.	☒
Essential	ASET, 2013 <i>Good Practice Guide for Workbased Learning and Placement Learning in Higher Education</i>	☒
Essential	Gray, D.E. (2018) <i>Doing Real World Research</i> , London: SAGE.	☐
Further	Gallagher K, (2016) <i>Essential Study and Employment Skills For Business and Management Students</i> , Oxford	☐
Further	Gottschall, Jonathan (2013), <i>The Storytelling Animal: How Stories Make Us Human</i> , Houghton Mifflin	☐
Further	Storr, Will (2020), <i>The Science of Storytelling</i> , William Collins	☐

Module Code	BMHP6020	
Module Title	Independent Project	
Classification	Reading List entry	Electronic*
Further	Cohen, L. Manion, L. and Morrison, K. (2017) <i>Research Methods in Education, 8th edition</i> London: Routledge.	☒
Further	Flick, U. (2014) <i>An Introduction to Qualitative Research</i> , London: SAGE.	☐
Further	Aubrey, K. & Riley, A. (2017) <i>Understanding and Using Challenging Education Theories</i> , London: SAGE.	☒
Further	Brinkmann, S. and Kvale, S. (2018) <i>Doing Interviews (Qualitative Research Kit)</i> . Sage	☐
Further	Gibbs, G. (2018) <i>Analysing Qualitative Data (Qualitative Research Kit)</i> . Sage	☒
Further	Creswell, J. W. (2012). <i>Qualitative inquiry and research design: Choosing among five approaches</i> . Sage	☐
Further	Obschonka, M., Hakkarainen, K., Lonka, K. <i>et al.</i> Entrepreneurship as a twenty-first century skill: entrepreneurial alertness and intention in the transition to adulthood. <i>Small Bus Econ</i> 48 , 487–501 (2017). https://doi.org/10.1007/s11187-016-9798-6	☒
Further	https://ec.europa.eu/jrc/en/entrecomp	☒

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

AMCAN(ION)

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

DEILLIANNAU DYSGU

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

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

CYNNWYS DANGOSOL

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

Dyraniad Amser Astudio

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

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

ASESU

Elfen Asesu 1 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

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

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN DDANGOSOL

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

Cod y Modwl	BMHP6020C	
Teitl y Modwl	Prosiect Annibynnol	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Cottrell S, (2015) <i>Skills for Success Personal Development and Employability</i> , 3 rd edition, Palgrave. London.	☒
Hanfodol	ASET, 2013 <i>Good Practice Guide for Workbased Learning and Placement Learning in Higher Education</i>	☒
Hanfodol	Gray, D.E. (2018) <i>Doing Real World Research</i> , London: SAGE.	☐
Pellach	Gallagher K, (2016) <i>Essential Study and Employment Skills For Business and Management Students</i> , Oxford	☐
Pellach	Gottschall, Jonathan (2013), <i>The Storytelling Animal: How Stories Make Us Human</i> , Houghton Mifflin	☐
Pellach	Storr, Will (2020), <i>The Science of Storytelling</i> , William Collins	☐

Cod y Modwl	BMHP6020C	
Teitl y Modwl	Prosiect Annibynnol	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Pellach	Cohen, L. Manion, L. and Morrison, K. (2017) <i>Research Methods in Education, 8th edition</i> London: Routledge.	☒
Pellach	Flick, U. (2014) <i>An Introduction to Qualitative Research</i> , London: SAGE.	☐
Pellach	Aubrey, K. & Riley, A. (2017) <i>Understanding and Using Challenging Education Theories</i> , London: SAGE.	☒
Pellach	Brinkmann, S. and Kvale, S. (2018) <i>Doing Interviews (Qualitative Research Kit)</i> . Sage	☐
Pellach	Gibbs, G. (2018) <i>Analysing Qualitative Data (Qualitative Research Kit)</i> . Sage	☒
Pellach	Creswell, J. W. (2012). <i>Qualitative inquiry and research design: Choosing among five approaches</i> . Sage	☐
Pellach	Obschonka, M., Hakkarainen, K., Lonka, K. <i>et al.</i> Entrepreneurship as a twenty-first century skill: entrepreneurial alertness and intention in the transition to adulthood. <i>Small Bus Econ</i> 48 , 487–501 (2017). https://doi.org/10.1007/s11187-016-9798-6	☒
Pellach	https://ec.europa.eu/jrc/en/entrecomp	☒

