

MODULE DIRECTORY

BSc Applied Health and Social Care

CertHE Applied Health and Social Care

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 BSc Applied Health and Social 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

Level 4

Module Code	BMAH4001
Title	Culture, Values and Ethical Practice
Date	13/07/2026
Level	4
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To introduce students to the ethical principles and frameworks that guide good practice in health and social care; it places strong emphasis on cultural competence, equitable care, and inclusive practice, helping students understand how to provide respectful, culturally safe and person-centred support.

LEARNING OUTCOMES

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

- analyse how core ethical principles (e.g. dignity, autonomy, justice) are applied in everyday health and social care interaction;
- apply professional codes of conduct when working with people from diverse backgrounds and communities;
- demonstrate understanding of the importance of meeting the needs of individuals' rights, values or cultural background in a health and social care context.

INDICATIVE CONTENT

- Ethical practice and moral responsibility.
- Duty of care and professional codes.
- Dignity and respect in care.
- The definition of cultural competence and application in care settings.
- Cultural humility and recognising one's own worldview and bias.
- Understanding diverse cultural beliefs and values.
- Concepts of equity, diversity and inclusion in the workplace.
- Ethical decision making in practice.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
In class test based on a pre-released case study set in a health or social care context	1 hour	50%

Assessment Component 2 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Review of a multi-disciplinary Care Plan to identify any cultural bias or unethical practice	1500 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMAH4001	
Module Title	Culture, Values and Ethical Practice	
Classification	Reading List entry	Electronic*
Essential	Gallagher, A., Davies, N., Mathastein-Bowen, N. and Sicat, S. (2025) <i>Interprofessional Ethics Across the Life Course in Health and Social Care A Scenario-Based Approach</i> . Routledge	☒
Essential	Reeves, A. and Bond, T. (2021) <i>Standards and Ethics for Counselling in Action</i> . 5 th Edition. Sage.	☒
Essential	Srivastava, R.H. (2022) <i>The Health Care Professional's Guide to Cultural Competence</i> . Second Edition. Elsevier.	☒

Module Code	BMAH4001	
Module Title	Culture, Values and Ethical Practice	
Classification	Reading List entry	Electronic*
Essential	Thompson, N. (2020) <i>Anti-Discriminatory Practice</i> . Seventh Edition. Bloomsbury Publishing	☒
Essential	United Kingdom Health Security Agency (2025) <i>Health inequalities in health protection report 2025</i> . Available at: https://www.gov.uk/government/publications/health-inequalities-in-health-protection-report/health-inequalities-in-health-protection-report-2025	☒
Essential	Warwick-Booth, L. (2019) <i>Social Inequality</i> . 2 nd Edition. Sage.	☒
Further	Journal of Health and Social Care in the Community	☒
Further	Sowemimo, A. (2023) <i>Divided : racism, medicine and why we need to decolonise healthcare</i> . Wellcome Collection	☒
Further	NHS England (2025) <i>NHS England's statement on information on health inequalities</i> . Available at: https://www.england.nhs.uk/long-read/nhs-englands-statement-on-information-on-health-inequalities/	☒
Further	Care Quality Commission (2025) <i>Addressing health inequalities through engagement with people and communities</i> . Available at: https://www.cqc.org.uk/sites/default/files/2025-02/20250602-ICS-improvement-framework.pdf	☒
Further	Social Care Wales (2017) <i>Code of Professional Practice for Social Care</i> . Social Care Wales.	☒
Further	Skills for Care (2013) <i>Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England</i> . Skills for Care	☒
Further	HCPC (2024)	☒

Module Code	BMAH4002
Title	Foundations of Communication for Practice
Date	13/07/2026
Level	4
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To introduce students to effective communication within health and social care contexts, to develop interpersonal, written and verbal communication skills to enable professional, person-centred practice.

LEARNING OUTCOMES

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

- explain key communication theories and models relevant to health and social care practice;
- demonstrate effective interpersonal communication skills appropriate to service user needs;
- identify barriers to communication and apply strategies to promote inclusive, person centred communication.

INDICATIVE CONTENT

- Foundations of communication theory.
- Verbal, non-verbal and written communication health and care contexts.
- Active listening, questioning and feedback skills.
- Communication with individuals with sensory, cognitive or language needs.
- Working with interpreters and communication aids.
- Cultural competence and trauma-informed communication.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
In-class role play exercise	15 minutes	50%

Assessment Component 2 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written review of a chosen recorded interaction	1500 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMAH4002	
Module Title	Foundations of Communication for Practice	
Classification	Reading List entry	Electronic*
Essential	Moss, B. (2020) <i>Communication Skills in Nursing, Health and Social Care</i> . 5 th Edition. Sage.	☒
Essential	NMC (2018). <i>The Code: Professional Standards of Practice and Behaviour for Nurses, Midwives and Nursing Associates</i> . Nursing & Midwifery Council.	☒
Essential	Torkkola, S. and Toset, A.S. (2025) <i>Healthcare and Patient Communication in the Digital Era A Patienthood and Patient Perspective</i> . Routledge.	☒
Further	Egan, G. and Reese, R.J (2023) <i>The Skilled Helper: A Client Centred Approach</i> . 4 th Edition. Cengage.	☒
Further	Journal of Augmentive and Alternative Communication	☒
Further	Journal of Health Communication	☒
Further	McCorry, L.K. and Mason, J. (2020) <i>Communication Skills for the Healthcare Professional</i> . Jones and Bartlett Publishers Inc.	☒
Further	NHS England (2025) <i>Accessible Information Standard</i> . Available at: https://www.england.nhs.uk/accessible-information-standard/	☒
Further	Royal College of Speech and Language Therapists (2016) Five good communication standards. Available at: https://www.rcslt.org/wp-content/uploads/media/Project/RCSLT/good-comm-standards.pdf	☒

Module Code	BMAH4003
Title	Introduction to Integrated Health and Social Care
Date	13/07/2026
Level	4
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To introduce students to the core principles, structures, and drivers of integrated health and social care in Wales.

LEARNING OUTCOMES

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

- explain the purpose and importance of integrated health and social care, including the complexity of services, service users, and the role of safeguarding, legislation, and regulatory bodies;
- demonstrate knowledge and understanding of multi-agency partnership working, public sector structures, and how funding models shape the delivery and organisation of integrated health and social care services;
- analyse the relevance and influence of the Welsh context on policy, legislation, and practice within integrated health and social care.

INDICATIVE CONTENT

- Definitions of health and social care and its importance in society.
- Types of services and service users.
- Introduction to legislation and regulatory bodies.
- The differences between health and social care systems and the importance of integration.
- Funding Models.
- The importance of Welsh context, devolution and how this impacts delivery in Wales.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
In class test e.g. multiple choice quiz	1 hour	50%

Assessment Component 2 (Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Open book in-class test based on a pre-released case study	1 hour	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMAH4003	
Module Title	Introduction to Integrated Health and Social Care	
Classification	Reading List entry	Electronic*
Essential	Health and Social Care (Wales) Act. (asc 1) Available at: https://www.legislation.gov.uk/asc/2025/1/contents	☒
Essential	Welsh Government (2014). <i>Social Services and Well-being (Wales) Act 2014</i> . Welsh Government.	☒
Essential	Welsh Government (2015). <i>Well-being of Future Generations (Wales) Act 2015</i> . Welsh Government.	☒
Essential	Welsh Government (2018) <i>The Parliamentary Review of Health and Social Care in Wales: A Revolution from Within</i> . Welsh Government.	☒
Essential	Welsh Government (2021) <i>A Healthier Wales: our Plan for Health and Social Care</i> . Welsh Government	☒
Further	Birrell, D. and Heenan, D. (2018) <i>The integration of health and social care in the UK : policy and practice</i> . Palgrave.	☒
Further	Edwards, D.J. and Best, S. (2020). <i>The Textbook of Health and Social Care</i> . Sage	☒
Further	Glasby, J. (2026). <i>Understanding Health and Social Care (Fourth edition)</i> . (4th ed.) Policy Press.	☒
Further	Journal of Integrated Care	☒
Further	Journal of Social Care and Neurodisability	☒
Further	Social Care Wales (2017) <i>Code of Professional Practice for Social Care</i> . Social Care Wales.	☒

Module Code	BMAH4004
Title	Introduction to Public Health and Wellbeing
Date	13/07/2026
Level	4
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To introduce students to the key principles, concepts, and determinants that shape public health and wellbeing.

LEARNING OUTCOMES

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

- demonstrate understanding of the key concepts in public health, including definitions of health, socio-economic inequalities, and their impact on population wellbeing;
- analyse major models of health promotion and behaviour change, and how they inform the design and delivery of effective public health campaign;
- analyse lifestyle factors using the PIES framework, demonstrating an understanding of how physical, intellectual, emotional, and social influences shape individual and community health;
- design a public health or well-being campaign for a particular issue.

INDICATIVE CONTENT

- Key concepts in public health, including definitions of health, socio-economic inequalities, and their impact on population wellbeing.
- Major models of health promotion and behaviour change, and how they inform the design and delivery of effective public health campaign.
- Psychology and behaviour change.
- Selecting and planning Health Campaigns.
- Lifestyle factors (the PIES framework) - how physical, intellectual, emotional, and social influences shape individual and community health.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Group poster presentation outlining the design of a public health or wellbeing campaign	Development of group poster/campaign, 1,000 words equivalent per member. Group poster presentation 5 minutes per group member	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMAH4004	
Module Title	Introduction to Public Health and Wellbeing	
Classification	Reading List entry	Electronic*
Essential	Ajzen, I. (1991). "The theory of planned behavior." <i>Organizational Behavior and Human Decision Processes</i> , 50(2), pp.179–211.	☒
Essential	National Institute of Care Excellence	☒
Essential	Prochaska, J.O. and DiClemente, C.C., (1983). Stages and processes of self-change of smoking: toward an integrative model of change. <i>Journal of consulting and clinical psychology</i> , 51(3), p.390.	☒
Essential	Public Health Wales	☒
Further	Bambra, C. (2016). <i>Health Divides: Where You Live Can Kill You</i> . Policy Press.	☒
Further	Dahlgren, G. and Whitehead, M. (1991). <i>Policies and Strategies to Promote Social Equity in Health</i> . Institute for Future Studies.	☒
Further	Marmot, M. (2010) <i>Fair society, healthy lives</i> . The Marmot Review.	☒
Further	Marmot, M. (2020). <i>Health Equity in England: The Marmot Review 10 Years On</i> . Institute of Health Equity.	☒
Further	Scriven, A. (2017) <i>Promoting Health: A Practical Guide</i> . 7 th Edition. Elsevier	☒
Further	Warwick-Booth, L. (2019) <i>Social Inequality</i> . 2 nd Edition. Sage.	☒
Further	Wills, J. (2022) <i>Foundations for Health Promotion</i> , 5th Edition. Elsevier.	☒
Further	World Health Organization (WHO). (1986). <i>Ottawa Charter for Health Promotion</i> . WHO.	☒

Module Code	BMAH4005
Title	Psychology in Integrated Health and Social Care
Date	13/07/2026
Level	4
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To understand key psychological concepts, theories, and approaches that underpin effective practice in integrated health and social care and an understanding of human behaviour, mental health and wellbeing, lifespan development, and how psychology informs person-centred, evidence-based and trauma-informed practice.

LEARNING OUTCOMES

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

- describe key psychological theories and concepts relevant to health, wellbeing and behaviour;
- explain the psychological factors that influence human development and behaviour across the lifespan, from infancy to end-of-life;
- identify how psychology can improve integrated care delivery, particularly in relation to person-centred communication and supporting individual choice;
- apply psychological theories of attachment and social influence to understand the importance of relationships and social networks in service user wellbeing.

INDICATIVE CONTENT

- Major perspectives in psychology.
- Emotion, motivation, memory, learning and perception.
- Lifespan development, childhood to older adulthood.
- Attachment, identity, loss, transitions and ageing.
- Behaviour as a form of communication.
- Health psychology and behaviour change.
- Social psychology and relationships in health and social care.
- Applying psychology to integrated care.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual presentation (e.g. Tracking a fictitious service user's personal experience using psychological theory to ensure the best possible outcomes for the person)	10 mins	50%

Assessment Component 2 (Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
In class test based on unseen case study (open book)	1 hour	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMAH4005	
Module Title	Psychology in Integrated Health and Social Care	
Classification	Reading List entry	Electronic*
Essential	Anisman, H. (2021) <i>Health Psychology a Biopsychosocial Approach</i> . 2 nd Edition. Sage.	☐
Essential	Barker, S. (2016) <i>Psychology for Nursing and Healthcare Professionals</i> . Sage.	☐
Essential	Kassin, S., Fein, S. and Markus, H.R. (2024). <i>Social Psychology</i> . 2 nd Edition. Sage.	☐
Further	Emerson, E. and Einfeld, S.L. (2011) <i>Challenging Behaviour</i> . Cambridge University Press.	☐
Further	Gross, R. (2020) <i>Psychology: The Science of Mind and Behaviour</i> . 8 th Edition. Hodder Education	☐
Further	Margolin, S.J. (2024) <i>Psychology of Aging</i> . Sage.	☐
Further	O'Shaghnessy, R., Berry, K., Dallos, R. and Bateson, K. (2023) <i>Attachment Theory The Basics</i> . Routledge	☐
Further	Thomas, A. and Lewis, A. (2023) <i>Child Development From Birth to 8 Years An Interdisciplinary Approach</i> . Sage.	☐
Further	Journal of Health Psychology	☒
Further	British Psychological Society	☒

Module Code	BMAH4006
Title	Skills for Academic Success
Date	13/07/2026
Level	4
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To equip students with the foundational academic, digital, and professional skills required to succeed in higher education and in future health and care careers.

LEARNING OUTCOMES

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

- apply academic integrity and accurate referencing to produce honest, transparent, and well-supported work;
- use artificial intelligence tools responsibly and effectively to support independent, evidence-based research;
- reflect on their academic performance in an assessment and articulate a plan for enhancement;
- demonstrate understanding of academic expectations, including assessment terminology, rubrics, and the purpose of constructive feedback and feed forward.

INDICATIVE CONTENT

- What academic integrity means and why it matters.
- Types of academic misconduct e.g. plagiarism, collusion, and contract cheating: definitions and consequences.
- Building a culture of integrity in academic practice.
- Introduction to referencing systems, with emphasis on Harvard.
- In-text citations, reference lists, and paraphrasing for originality.
- Use of AI tools for ethical AI literacy.
- UWTSD assessment briefs, marking criteria, assessment terminology.
- Resilience; learning from experience and feedback/feed forward
- Reflective practice and analysing constructive feedback.
- Navigating the Virtual Learning Environment (VLE) Moodle, accessing learning materials, submitting assignments
- Paraphrasing and editing techniques.
- Credibility and reliability of academic and professional literature: authorship, purpose, audience, evidence, and bias.
- Fundamental digital skills, including electronic searching, document creation/saving and templates

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assessment e.g. e.g. use GenAI prompts to generate an essay then consider how AI can support learning and practice, discuss ethical issues such as confidentiality, bias, misinformation and accountability and how AI can reduce opportunities to develop independent critical thinking, synthesis of data sources and judgement – essential skills for HE and employment.	1500 words	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Academic Interview e.g. personal reflection on feedback provided in Assessment 1 and lessons learned.	15 minutes	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMAH4006	
Module Title	Skills for Academic Success	
Classification	Reading List entry	Electronic*
Essential	Cottrell, S. (2024). <i>The Study Skills Handbook</i> . 6 th edn. Bloomsbury Academic.	☒
Essential	Elaine Eaton, S., & EBSCO Publishing. (2021). <i>Plagiarism in Higher Education: Tackling Tough Topics in Academic Integrity</i> . 1st edn. Libraries Unlimited. https://doi.org/10.5040/9798400697142	☒
Essential	McMillan, K. (2021). <i>The study skills book : your essential guide to university success</i> . 4 th edn. Pearson Education Limited.	☒
Further	Cottrell, S. (2021). <i>Skills for Success: Personal Development and Employability</i> . 4 th edn. Red Globe Press.	☒
Further	Cottrell, S. (2023). <i>Critical Thinking Skills: Effective Analysis, Argument and Reflection</i> . 4 th edn. Bloomsbury.	☒
Further	Hopkins, D. and Reid, T. (2024) <i>The Academic Skills Handbook: Your Guide to Success in Writing, Thinking and Communicating at University</i> . SAGE Publications Ltd	☒

Côd y Modwl	BMAH4006C
Teitl	Sgiliau ar gyfer Llwyddiant Academaidd
Dyddiad	13/07/2026
Lefel	4
Credydau	20
Rhagofynion	Dim
Archwiliad DBS	Efallai bydd yn ofynnol ☐ Ddim yn ofynnol ☒

AMCAN(ION)

- Rhoi'r sgiliau academaidd, digidol a phroffesiynol sylfaenol sydd eu hangen i fyfyrwyr lwyddo mewn addysg uwch a gyrfaedd iechyd a gofal yn y dyfodol.

DEILLIANNAU DYSGU

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

- gymhwyso uniondeb academaidd a chyfeirnod cywir i gynhyrchu gwaith gonest, tryloyw, wedi'i gefnogi'n dda;
- defnyddio offer deallusrwydd artiffisial yn gyfrifol ac yn effeithiol i gefnogi ymchwil annibynnol, seiliedig ar dystiolaeth;
- adfyfrio ar eu perfformiad academaidd mewn asesiad a llunio cynllun ar gyfer gwella;
- dangos dealltwriaeth o ddisgwyliadau academaidd, gan gynnwys terminoleg asesu, cyfarwyddiadau, a diben adborth adeiladol ac adborth ar gyfer datblygiad yn y dyfodol.

CYNNWYS DANGOSOL

- Beth mae uniondeb academaidd yn ei olygu a pham ei fod yn bwysig.
- Mathau o gamymddwyn academaidd e.e. llên-ladrad, cydgynllwynio a thwylo trwy gontract: diffiniadau a chanlyniadau.
- Adeiladu diwylliant o uniondeb mewn arfer academaidd.
- Cyflwyniad i systemau cyfeirnod, gyda phwyslais ar Harvard.
- Dyfyniadau mewn testunau, rhestrau cyfeirnod, ac aralleirio ar gyfer gwreiddioldeb.
- Defnyddio offer AI ar gyfer llythrennedd AI moesegol.
- Briffiau asesu PCYDDS, meini prawf marcio, terminoleg asesu.
- Gwydnwch; dysgu o brofiad ac adborth/adborth ar gyfer y dyfodol
- Arfer adfyfiriol a dadansoddi adborth adeiladol
- Llywio'r Amgylchedd Dysgu Rhithwir (VLE) Moodle, cyrchu deunyddiau dysgu, cyflwyno aseiniadau
- Technegau aralleirio a golygu.
- Hygrededd a dibynadwyedd llenyddiaeth academaidd a phroffesiynol: awduriaeth, diben, cynulleidfa, tystiolaeth a thuedd.
- Sgiliau digidol sylfaenol, gan gynnwys chwilio electronig, creu/cadw dogfennau a thempledi

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	40	20%
Dysgu'n annibynnol	160	80%
Dysgu drwy leoliadau	0	0
CYFANSWM	200	100%

ASESU

Elfen Asesu 1 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Asesiad Ysgrifenedig e.e. defnyddio promptiau AI Cynhyrchiol i gynhyrchu traethawd, yna ystyried sut y gall AI gefnogi dysgu ac arfer, trafod materion moesegol megis cyfrinachedd, tuedd, cam-wybodaeth ac atebolrwydd a sut y gall AI leihau cyfleoedd i ddatblygu meddwl annibynnol beirniadol, cyfuno ffynonellau data a barn – sgiliau hanfodol ar gyfer AU a chyflogadwyedd.	1500 o eiriau	50%

Elfen Asesu 2 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☐ Gwaith cwrs ☒ Ymarferol

Dull asesu	Maint	Pwysiad
Cyfweliad Academaidd e.e. adfyfrio personol ar adborth a ddarparwyd ar Asesiad 1 a gwersi a ddysgwyd	15 munud	50%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	0
Gwaith cwrs	50%
Ymarferol	50%
CYFANSWM	100%

RHESTR DDARLLEN DDANGOSOL

Côd y Modwl	BMAH4006C	
Teitl y Modwl	Sgiliau ar gyfer Llwyddiant Academaidd	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Cottrell, S. (2024). <i>The Study Skills Handbook</i> . 6 ^{ed} argraffiad, Bloomsbury Academic.	☒
Hanfodol	Elaine Eaton, S., & EBSCO Publishing. (2021). <i>Plagiarism in Higher Education: Tackling Tough Topics in Academic Integrity</i> . Argraffiad cyntaf, Libraries Unlimited. https://doi.org/10.5040/9798400697142	☒
Hanfodol	McMillan, K. (2021). <i>The study skills book : your essential guide to university success</i> . 4 ^{ydd} argraffiad, Pearson Education Limited.	☒
Pellach	Cottrell, S. (2021). <i>Skills for Success: Personal Development and Employability</i> . 4 ^{ydd} argraffiad, Red Globe Press.	☒
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