

MODULE DIRECTORY

Diploma of Higher Education Healthcare Practice

Certificate of Higher Education Healthcare Practice

LEVELS 4-5

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 4-5 within the DipHE and CertHE Healthcare Practice programmes 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 Modules

DipHE Healthcare Practice

CertHE Healthcare Practice

Module Code	BMNS4013
Title	Introduction to Anatomy and Physiology
Date	13/12/2023
Level	4
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To provide students with an understanding of basic human anatomy and physiology and lifestyle impacts.

LEARNING OUTCOMES

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

- demonstrate knowledge and understanding of the structure and function of the main body systems;
- evaluate how lifestyle and healthy choices impact upon body systems.

INDICATIVE CONTENT

- Function and structure of blood vessels.
- Function of blood in the body.
- Function and structure of the cardiovascular system. Function of the heart.
- Basic Life support.
- How to use an automated external defibrillator.
- Main structures and function of the digestive system. How food is processed by the digestive system.
- Main structures and function of the endocrine system. Function of hormones in the body.
- Structure and function of the respiratory system; Mechanics of ventilation; Gas exchange; Control of respiration; Effects of exercise.
- Structure and function of the skin.
- Main structures and function of the immune system. How the lymphatic system fights pathogens.
- Urinary System: Organs of the urinary system; Renal anatomy; Renal function.
- Lifestyle and effects on the body, health promotion.
- Homeostasis.

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
Multiple Choice Questionnaire Exam	1 hour	50%

Assessment Component 2 (Tick one)

☒ **Written exam** ☐ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
MCQ Exam	1 hour	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMNS4013	
Module Title	Introduction to Anatomy and Physiology	
Classification	Reading List entry	Electronic*
Essential	Minnett, P. (2020) <i>Anatomy and Physiology: An introduction</i> . Lantern Publishing.	☐
Essential	Sturgeon, D. (2018) <i>Introduction to Anatomy and Physiology for healthcare students</i> . Routledge.	☒
Essential	Waugh, A. & Grant, A. (2018) <i>Ross and Wilson Anatomy & Physiology in health and illness</i> (13 th Edition). Elsevier.	☒
Further	Mckinley. M., O'Loughlin. V., and Bidle. T. (2013) <i>Anatomy & Physiology: An Integrative Approach</i> . Maidenhead: McGraw Hill.	☐
Further	Peate, I. & Nair, M. (2011) <i>Fundamentals of Anatomy and Physiology for student nurses</i> . Wiley-Blackwell.	☒
Further	Websites www.getbodysmart.com www.bbc.co.uk/science/humanbody www.innerbody.com www.visiblebody.com/index.html	☒

Module Code	BMNS4014
Title	Living Well: A Life-course Approach to Health and Wellbeing
Date	13/12/2023
Level	4
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To investigate a life course approach to health and wellbeing.

LEARNING OUTCOMES

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

- evaluate the positive and negative influences on individuals across the life course;
- investigate and appraise the impact of health and wellbeing interventions across the life course.

INDICATIVE CONTENT

- Key terms and concepts.
- Stages of the life course.
- Life course transitions.
- Determinants of health.
- Investing in a life course approach.
- Positive and negative influences on individuals across the life course.
- Interventions across the life course.
- Prevention: prioritising ill health.
- Promoting lifelong health and wellbeing.

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	10 Minutes	50%

Assessment Component 2 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Research report	1500 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMNS4014	
Module Title	Living Well: A Life-course Approach to Health and Wellbeing	
Classification	Reading List entry	Electronic*
Essential	Boggatz, T. (2020) <i>Quality of life and person-centred care for older people</i> . Springer.	☒
Essential	Burton-Jeangros, C., Cullati, S., Sacker, A. & Blane, D. (2015) <i>A Life course perspective on health trajectories and transitions</i> . Springer International Publishing.	☒
Essential	Larkin, M. (2013) <i>Health and well-being across the life course</i> . Sage Publications.	☒
Further	Bergdolt, K. (2008) <i>Wellbeing: a cultural history of healthy living</i> . Polity Press.	☐
Further	Halfon, N., Forrest, C., Lerner, R., & Faustman, E. (2018) <i>Handbook of life course health development</i> . Springer Nature.	☒
Further	Naidoo, J., & Wills, J. (2016) <i>Foundations for health promotion</i> . Elsevier.	☒
Further	Priestley, M. (2003) <i>Disability: A life course approach</i> . Polity Press.	☐
Further	Thomans, A. & Gutchess, T. (2020) <i>The Cambridge handbook of cognitive aging: a life course perspective</i> . Cambridge University Press.	☒
Further	Wright, K., & McLeod, J. (2015) <i>Rethinking youth wellbeing: critical perspectives</i> . Springer.	☐

Module Code	BMNS4015
Title	Personal, Academic and Professional Development
Date	13/12/2023
Level	4
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To develop the underlying academic, research-based and personal competencies in order to promote self-development, resilience and reflective skills related to working, and engaging as professionals, within the health and care employment sector.

LEARNING OUTCOMES

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

- identify and apply a range of academic, research and professional skills undertaken throughout the process of Higher Education learning;
- demonstrate understanding, application, and reflection on personal qualities and skills required to work effectively within the health and social care sector.

INDICATIVE CONTENT

- Managing Expectations of Learning: Becoming familiar with academic terminology and keywords (such as compare, contrast, analyse, evaluate).
- The importance of research in academia and how to search for academic sources.
- Referencing conventions (for example: The Harvard Referencing Style and how, where and when to use this).
- Understanding plagiarism: Developing own writing accents with the use of paraphrasing and understanding the issues of similarity.
- Assignment Styles: Understanding differences between various assignment types, both verbal and written (for example: essays, reports, presentations, discussions).
- Academic Writing: Techniques and writing tools for students and professionals.
- Personal Qualities, Skills, and Values: Understanding and evaluating the importance of these within both academic and professional environments.
- Self-Reflection: What is it? And why is this process so important within a health and care environment?
- Accountability and professionalism: Understanding our own impact and self-development within academia and the workplace.

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
Mock interview and supporting evidence	Mock interview (10 minutes). Supporting evidence comprises CV, personal development plan	50%

Assessment Component 2 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Personal Swot analysis on own skills and competencies	1500 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMNS4015	
Module Title	Personal, Academic and Professional Development	
Classification	Reading List entry	Electronic*
Essential	Atwal, A. (2022) <i>Preparing for professional practice in Health and Social Care</i> . Wiley-Blackwell.	☐
Essential	Cottrell, S. (2019) <i>The study skills handbook</i> (5 th edition). Red Globe Press.	☒
Essential	Craig, C. (2009) <i>Study skills for health and social care students</i> . Sage Publications Ltd.	☒
Further	Bassot, B. (2016) <i>The reflective guide: an interdisciplinary approach to critical reflection</i> . Routledge.	☒
Further	Bedford, D. & Wilson, E. (2020) <i>Study skills for foundation degrees</i> (3 rd edition). Routledge.	☒
Further	Cowen, M., Maier, P. & Price, G. (2009) <i>Study skills for nursing and healthcare students</i> . Pearson education.	☐
Further	Moore, S., Neville, C., Murphy, M. & Connolly, C. (2010) <i>The ultimate study skills handbook</i> . McGraw-Hill/Open University Press.	☒
Further	Tanguay, E., Hanratty, P., & Martin, B. (2020) <i>Reflective writing for Nursing, Health and Social Work</i> . Bloomsbury Publishing Plc.	☒

Module Code	BMNS4016
Title	Practising Healthcare in Wales: Language and Culture
Date	13/12/2023
Level	4
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To provide students with a practical appreciation of the role of the Welsh language in the delivery of health and social care in Wales, and to enable students to acquire basic competencies in conversational Welsh as relevant to health and social care practice.

LEARNING OUTCOMES

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

- appreciate the importance of the Welsh language in the health and social care sector;
- demonstrate the ability to hold a basic conversation in Welsh.

INDICATIVE CONTENT

- Welsh culture and identity.
- Origins and development of the Welsh language.
- The importance of using Welsh in Health and Social Care.
- Welsh language Policy and Legislation.
- 'More than just words' the Welsh Government's Strategic Framework for the Welsh Language in Health and Social Care.
- Beginning and ending a conversation.
- Days of the week/months of the year.
- Expressing feelings, emotions, likes and dislikes.
- Consent.
- Common ailments and medication.

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
Academic Poster and Presentation	Poster 1000 words equivalent. Presentation 3 minutes	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Conversational Role Play	10 Minutes	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMNS4016	
Module Title	Practising Healthcare in Wales: Language and Culture	
Classification	Reading List entry	Electronic*
Essential	Hayles, L. (1997). <i>Welsh phrases for learners</i> . Y Lolfa	☐
Essential	Meek, E. (2005) <i>Cwrs mynediad : cwrs dechreuol i oedolion sy'n dysgu Cymraeg = a beginners' course for adults learning Welsh</i> . Fersiwn y De = South Wales version. Caerdydd: Uned Iaith Genedlaethol Cymru.	☐
Essential	Williams, R. (2021). <i>Who speaks for Wales?: Nation, culture, identity</i> .	☒
Further	Cymraeg i ddysgwyr : <i>Welsh for Learners</i> . Arg. diwyg. (1988) Merthyr Tudful: Foxgate.	☐
Further	Davies, J. (2014) <i>The Welsh language: a history (2nd edition)</i> . University of Wales Press.	☐
Further	Morgan, G. (2008) <i>A brief history of Wales</i> . Y Lolfa.	☐

Module Code	BMNS4017
Title	Professional Practice: A Person-centred Approach
Date	13/12/2023
Level	4
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To introduce to students the person-centred approach and its application in professional practice.

LEARNING OUTCOMES

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

- identify and demonstrate a range of communication and basic counselling skills used within the person-centred approach;
- examine and evaluate the impact of person-centred care in professional practice.

INDICATIVE CONTENT

- Communication and interpersonal skills.
- Basic counselling skills: the person-centred approach.
- Patient satisfaction: improving healthcare outcomes.
- Overcoming challenges in professional practice.
- Measuring quality: care improvement.

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
Role Play	10 minutes	50%

Assessment Component 2 (Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Video	3 Minutes	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMNS4017	
Module Title	Professional Practice: a Person-centred Approach	
Classification	Reading List entry	Electronic*
Essential	Burnard, P. (2005) <i>Counselling skills for health professionals</i> . (4 th edition). Cengage Learning.	☒
Essential	Moss, B. (2020) <i>Communication skills in nursing, health and social care</i> . (5 th edition). Sage Publications.	☐
Essential	Sanderson, H., & Lewis, J. (2012) <i>A practical guide to delivering personalisation: person-centred practice in health and social care</i> . Kingsley Publishers.	☒
Further	Harvey, J., & Taylor, V. (2017) <i>Measuring health and wellbeing</i> . Sage Publications Ltd.	☒
Further	Hough, M. (2021) <i>Counselling skills and theory</i> . Hodder Education	☐
Further	Moss, B. (2020) <i>Communication skills in nursing, health and social care</i> . (5 th edition). Sage Publications Ltd.	☐

Module Code	BMNS4018
Title	Understanding Health and Social Care
Date	13/12/2023
Level	4
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To provide students with a broad introduction to the Health and Social Care landscape in the UK, including historical developments and contemporary issues/debates and the diversity of settings and roles.

LEARNING OUTCOMES

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

- identify key developments in the structure, function and management of Health and Social Care Provision in the UK;
- distinguish between individual experiences of Health and Social Care, and the wider structural elements relevant to health and well-being.

INDICATIVE CONTENT

- Key terms, concepts and theories underpinning Health and Social Care.
- Diverse determinants of health and well-being.
- The diversity of the experience of health and well-being.
- Cultural diversity within health and well-being.
- Historical developments in Health and Social Care in the UK.
- Contemporary development in Health and Social Care in the UK.
- Social Policy approaches and potential influence on health and well-being.
- Theoretical and professional rationales concerning health interventions.
- Health and Social Care Research: promises and challenges.

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
Practical Observation	20 Minutes	50%

Assessment Component 2 (Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	10 Minutes	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMNS4018	
Module Title	Understanding Health and Social Care	
Classification	Reading List entry	Electronic*
Essential	Atwal, A. (2022) <i>Preparing for professional practice in Health and Social Care</i> . Wiley-Blackwell.	☐
Essential	Glasby, J. (2019) <i>Understanding Health and Social Care</i> . (4 th edition). Policy Press.	☒
Essential	Heenan, D., & Birrell, D. (2018) <i>The integration of health and social care in the UK: Policy and Practice</i> . Macmillan Education UK.	☒
Further	Barnard, A. (2011) <i>Key themes in health and social care: a companion to learning</i> , Routledge	☒
Further	Craig, C. (2009) <i>Study skills for health and social care students</i> . Sage Publications Ltd.	☒
Further	Edwards, D., & Best, S. (2020) <i>The textbook of health and social care</i> . Sage Publications.	☐
Further	Glasby, J., & Dickinson, H. (2014) <i>Partnership working in health and social care and how can we deliver it?</i> Policy Press.	☐

Level 5 Modules

DipHE Healthcare Practice

Module Code	BMNS5007
Title	Advanced Anatomy and Physiology
Date	13/12/2023
Level	5
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To develop understanding of the body systems' structure and function and examine the impact of lifestyle and nutrition on health and well-being.

LEARNING OUTCOMES

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

- demonstrate knowledge and a critical understanding of the key body systems;
- evaluate the impact of lifestyle and nutrition on health and well-being.

INDICATIVE CONTENT

- Blood and nervous system; Function and structure, immunity, neurotransmitters, areas and functions of the brain, the spinal cord, automatic nervous system. Cardiovascular and respiratory systems; Structures of the heart, electrical conduction, blood supply to the heart, blood pressure and mean arterial pressure, respiratory system, and homeostasis.
- Lymphatic and endocrine system -the function and structure of lymphatic system and role in immunity. Function and structure of endocrine system, function, and structure of hormones.
- Digestive system; Main structures of the digestive system, function of liver and pancreas, diabetes, and glucose regulation.
- Urinary system, structure and function of the kidneys and nephron ultrafiltration, osmoregulation.
- Function and structure of the Musculoskeletal system, joints, sliding filament theory, muscles.
- The role of nutrition and lifestyle on health and well-being, health promotion.
- Case studies.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Case study analysis	2000 words	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
In-Class Practical Test - Basic Life Support	120 minutes	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMNS5007	
Module Title	Advanced Anatomy and Physiology	
Classification	Reading List entry	Electronic*
Essential	Minett, P., & Ginesi, L. (2020) <i>Anatomy & physiology: an introduction for nursing and healthcare</i> . Lantern.	☒
Essential	Tucker, L., Foulston, J. et al. (2015) <i>An introductory guide to anatomy & physiology</i> . (5 th edition). EMS Publishing.	☒
Essential	Waugh, A., & Grant, A. (2018) <i>Ross and Wilson anatomy and physiology in health and illness</i> . (13 th edition). Antbits Limited.	☒
Further	Ody, E. & DuPree, P. (2018) <i>Anatomy & Physiology workbook</i> . (3 rd edition). John Wiley and Sons, Inc.	☒
Further	Seeley, R., Trent, D., & Tate, P. (2007) <i>Anatomy & Physiology</i> . (8 th edition). McGraw-Hill.	☐

Module Code	BMNS5008
Title	Contemporary Issues in Mental Health
Date	13/12/2023
Level	5
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

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

LEARNING OUTCOMES

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

- analyse the historical background and contemporary issues within the field of psychopathology;
- critically evaluate therapeutic and mental ill health support within contemporary health systems and generate a mental health awareness campaign.

INDICATIVE CONTENT

- Key terms and concepts.
- Historical developments in psychopathology.
- Contemporary understandings of mental health conditions and their classification (ICD-11; symptomology, aetiology and prevalence).
- Legal and social policy framework.
- Exploration of ethics, values, discrimination, stigma and evolving attitudinal changes. Dignity and rights, recording, reporting, storage, security, sharing of information in current healthcare models.
- Transcultural aspects and impact on mental health understanding, including a focus on:
 - Ethnicity
 - Neurodiversity
 - LGBT+
 - Gender
- The role and efficacy of therapeutic options.
- Contemporary practice and influences.
- Service provision, with a focus on Public, Private and third sector organisations.
- Scientific bases for mental ill health study and research.
- Mental health literacy and resilience.

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
Mental Health Awareness Campaign	4000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMNS5008	
Module Title	Contemporary Issues in Mental Health	
Classification	Reading List entry	Electronic*
Essential	Harkness, K., & Hayden, E. (2020) <i>The Oxford handbook of stress and mental health</i> . Oxford University Press.	☒
Essential	Barker, P. (2011) <i>Mental health ethics: the human context</i> . Routledge.	☒
Essential	Taylor, S., & Brumby, A. (2020) <i>Healthy minds in the Twentieth Century: In and Beyond the Asylum</i> . Springer Nature.	☒
Further	Davey, G. (2021) <i>Psychopathology: research, assessment, and treatment in clinical psychology</i> . (3 rd edition). BPS Blackwell.	☐
Further	Woolfork, R. (2019) <i>Psychopathology: an international and interdisciplinary perspective</i> . Intech Open.	☒
Further	Rothblum, E. (2020) <i>The Oxford handbook of sexual and gender minority mental health</i> . Oxford University Press.	☒
Further	Davidson, L., (2000) " Meeting the challenges of the new NHS for counselling in primary care: a service manager perspective ". <i>British Journal of Guidance & Counselling</i> , Taylor & Francis Ltd., 2000, Vol.28 (2), p.191-202	☒
Further	Jones Nielsen, J D. & Nicholas, H. (2016) " Counselling psychology in the United Kingdom ". <i>Counselling</i>	☒

Module Code	BMNS5008	
Module Title	Contemporary Issues in Mental Health	
Classification	Reading List entry	Electronic*
	<i>Psychology Quarterly</i> , Taylor & Francis Ltd., 2016, Vol.29 (2), p.206-216	
Further	Foster, ,J., (2000) " Counselling in primary care and the new NHS ". <i>British Journal of Guidance & Counselling</i> , Taylor & Francis Ltd., 2000, Vol.28 (2), p.175-191	☒
Further	Websites https://www.nice.org.uk/guidance www.bacp.org www.dh.gov.uk www.healthpsychology.org.uk www.skillsforhealth.org.uk www.who.org.uk www.wales.gov.uk	☒

Module Code	BMNS5009
Title	Management and Leadership in the Healthcare Setting
Date	13/12/2023
Level	5
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To provide students with the relevant knowledge and understanding of concepts relating to management and leadership and the key role they have in the modern healthcare setting.

LEARNING OUTCOMES

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

- evaluate a contemporary theme encountered within strategic health management and the role this has on the effectiveness of the service;
- outline key features of modern people management and apply strategies of good practice to address a range of management issues within the healthcare setting.

INDICATIVE CONTENT

- Organisation types and culture.
- An overview of the health service in Wales and the UK as a whole.
- Leadership & Management types.
- People management including conflict resolution, equitable practice, performance management, professional development.
- Risk and Issue Management.
- Legislative requirements and best practice for managers in health.

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
Essay	2000 words	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	2000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMNS5009	
Module Title	Management and Leadership in the Healthcare Setting	
Classification	Reading List entry	Electronic*
Essential	Field, R., & Brown, K. (2020) <i>Effective leadership, management and supervision in health and social care</i> . (3 rd edition). Learning Matters, an imprint of Sage.	☐
Essential	Ferlie, E., Montgomery, K., & Reef Pedersen, A. (2016) <i>The Oxford Handbook of health care management</i> . Oxford University Press.	☒
Essential	Barr, J., & Dowding, L. (2022) <i>Leadership in health care</i> . (5 th edition). Sage Publications.	☐
Further	Gopee, N., & Galloway, J. (2017) <i>Leadership and management in healthcare</i> . (3 rd edition). Sage Publications.	☐
Further	Hartley, J., & Benington, J. (2010) <i>Leadership for healthcare</i> . Policy Press.	☒

Module Code	BMNS5010
Title	Practising Healthcare in Wales: People and Policy
Date	13/12/2023
Level	5
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To provide students with a critical understanding of healthcare practice in a devolved Wales.

LEARNING OUTCOMES

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

- analyse health and social care practices in Wales, and recognise that they are different to other parts of the UK because of its people, culture, language, politics and geography;
- develop and strengthen Welsh language skills for the health and social care workplace.

INDICATIVE CONTENT

- Key terms and concepts.
- Devolution and its impact on health and social care practice in Wales.
- 'The Welsh Way': health and social care legislative frameworks.
- Population health.
- Health and its determinants in Wales.
- Health inequalities and disparities.
- The urban-rural divide.
- Dignity in care.
- Challenges and priorities for health and social care in Wales.
- Language as a well-being objective in Wales.
- The Active Offer.
- Using Welsh at work.

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
Policy brief	2000 words	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Conversational Role Play	10 Minutes	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMNS5010	
Module Title	Practising Healthcare in Wales: People and Policy	
Classification	Reading List entry	Electronic*
Essential	Chaney, P., Hall, T., & Pithouse, A. (2001) <i>New governance-new democracy?: post-devolution Wales</i> . University of Wales Press.	☐
Essential	Wallace, J. (2019) <i>Wellbeing and Devolution: Reframing the role of government in Scotland, Wales and Northern Ireland</i> . Springer Nature.	☒
Further	Williams, R. (2021) <i>Who speaks for Wales?: Nation, culture, identity</i> .	☒
Further	Meek, E. (2005) <i>Cwrs mynediad : cwrs dechreuol i oedolion sy'n dysgu Cymraeg = a beginners' course for adults learning Welsh. Fersiwn y De = South Wales version</i> . Caerdydd: Uned Iaith Genedlaethol Cymru.	☐
Further	Cymraeg i ddysgwyr : <i>Welsh for Learners</i> . Arg. diwyg. (1988) Merthyr Tudful: Foxgate.	☐
Further	Davies, J. (2014) <i>The Welsh language: a history</i> (2nd edition). University of Wales Press.	☐
Further	Morgan, G. (2008) <i>A brief history of Wales</i> . Y Lolfa.	☐

Module Code	BMNS5011
Title	Promoting Health and Well-being
Date	13/12/2023
Level	5
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To investigate various factors which influence the health and well-being of individuals within Wales and beyond, in order to evaluate approaches undertaken to both minimise health risks, and maximise healthy choices and behaviours.

LEARNING OUTCOMES

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

- analyse the use of approaches and strategies to measure, monitor and control the spread of disease within the populous and generate a health promotion leaflet;
- examine the wider determinants of health and well-being within Wales and their impact upon society, service provision and professionals;
- evaluate the success of Public Health Wales and related social policy in regard to specific health and well-being concerns facing Welsh society.

INDICATIVE CONTENT

- Determinants of health and well-being, and the biopsychosocial model of health.
- Wales as an influencer Nation.
- Legislation and Social Policy: The government's response to social need.
- Public Health Wales Priorities: Working in partnership to achieve a healthier future for Wales.
- Health Inequalities: The impact of past and pre-existing health inequalities and the exacerbation of these by current geopolitical, socio-economic, and health threats.
- The Burden of Disease: Communicable disease and its detriment to service provision, professionals and society.
- Analysing trends within health and well-being.
- Improving mental well-being and building resilience: Historic and present population approaches to promoting mental health and mental well-being.
- Promoting Healthy Behaviours: Behaviour change and the consideration of lifestyle choices and the positive difference they can have when applied to groups or individuals.
- Measuring and Evaluating: Assessing the impact of actions and preventative methods.

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
Health Promotion Leaflet	2000 words equivalent	50%

Assessment Component 2 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	2000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMNS5011	
Module Title	Promoting Health & Wellbeing	
Classification	Reading List entry	Electronic*
Essential	Schneider, M-J., & Schneider, H. (2021) <i>Introduction to Public Health</i> . Jones & Bartlett Learning.	☒
Essential	Malin, N., Wilmot, S., & Manthorpe, J. (2002) <i>Key concepts and debates in health and social policy</i> . Open University Press.	☐
Essential	Mollaoglu, M. (2022) <i>Health Promotion</i> . IntechOpen.	☒
Further	Davidson, J. (2020) <i>#Futuregen: lessons from a small country</i> . Chelsea Green Publishing.	☒
Further	Bambra C., Lynch, J., & Smith, E. (2021) <i>The unequal pandemic: Covid-19 and health inequalities</i> . (1 st edition). Policy Press.	☒

Module Code	BMNS5011	
Module Title	Promoting Health & Wellbeing	
Classification	Reading List entry	Electronic*
Further	Brown, J., Learmonth, A., & Mackreth, J. (2015) <i>Promoting public mental health and well-being principles into practice</i> . Jessica Kingsley Publishers.	☐
Further	Bambra, C. (2019) <i>Health in hard times: austerity and health inequalities</i> . Policy Press.	☒
Further	Lucas, K., & Lloyd, B. (2005) <i>Health promotion: evidence and experience</i> . Sage Publications.	☒
Further	Robinson, S. (2021) <i>Priorities for health promotion and public health: explaining the evidence for disease prevention and health promotion</i> . Routledge.	☒

Module Code	BMNS5012
Title	Research Methods and Evidence-based Practice
Date	13/12/2023
Level	5
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To enhance students' understanding of how research and evidence-based practice underpin the delivery of health and social care. The module will develop skills in the conduct of the early stages of the research process, the critical analysis of research, and in applying research findings to healthcare practice.

LEARNING OUTCOMES

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

- demonstrate knowledge and a critical understanding of research as a process from systematic examination of existing knowledge and research question construction, through research design, data collection and analysis, to reporting and dissemination;
- evaluate the range of research designs used in health studies, and be able to provide a justification for using a particular research design to address a given research question.

INDICATIVE CONTENT

- Key terms and concepts.
- The origins and development of evidence based practice.
- Introduction to research methods and designs used in health and social care.
- Qualitative and quantitative paradigms.
- Searching for evidence.
- Critical appraisal of evidence.
- Approaches to analysing different types of evidence.
- Ethical considerations and research governance.

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
Research proposal	2000 words	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Viva Voce Presentation	10 minutes	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMNS5012	
Module Title	Research Methods and Evidence-based Practice	
Classification	Reading List entry	Electronic*
Essential	Aveyard, H. (2019) <i>Doing a literature review in health and social care: a practical guide</i> . (4 th edition). Open University Press, McGraw-Hill Education.	☒
Essential	Bryman, A. (2021) <i>Bryman's Social Research Methods</i> . Oxford University Press.	☒
Essential	Lindsay, B. (2007) <i>Understanding research and evidence-based practice</i> . Reflect Press.	☒
Further	Jolley, J. (2020) <i>Introducing research and evidence-based practice for nursing and healthcare professionals</i> . (3 rd edition). Routledge.	☒
Further	Bowling, A., & Ebrahim, S. (2005) <i>Handbook of health research methods: investigation, measurement and analysis</i> . Open University Press/McGraw-Hill Education.	☒
Further	Berglund, C. (2001) <i>Health research</i> . Oxford University Press.	☒