

MODULE DIRECTORY

LEVEL 6

SCHOOL OF SPORT, HEALTH and OUTDOOR EDUCATION

HEALTH PORTFOLIO

FACULTY OF BUSINESS and MANAGEMENT

2017-2018

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INTRODUCTION

This Module Directory includes all the modules for Level 6 of the Health Portfolio within the School of Sport, Health and Outdoor Education in the academic year 2017-2018.

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 Director (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.

BMHP6019 Children, Young People and the Media

DATED: **16/03/2017**

LEVEL: **6**

CREDITS: **20**

JACS CODE: **L400**

AIM(S)

The aim of this module is to explore the impact of digital media and advancing technology, on the development, learning and wellbeing of children and young people.

LEARNING OUTCOMES

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

- Critically analyse the impact that digital and social media have on the lives of children and young people, which may include their development, learning, behaviour and socialisation.
- Critically analyse the implications of digital and social media on children as consumers of and contributors to social media.

INDICATIVE CONTENT

- Current key debates on children, young people and their use of media technologies from a variety of perspectives.
- The expanding range of digital media that impacts on children.
- How and why digital media contribute to both positive and negative learning experiences for children and young people
- Views of childhood which fail to recognise the diversity of the lived experiences of children and young people and their relationships with media technologies.
- Contemporary concerns over inequality, social exclusion and wellbeing of children and young people in using media technologies.
- The meaning and importance of media literacy and whether children need to be taught media literacy
- Arguments for and against censorship and control in the access and use of new digital media.
- How new media such as, Facebook, Twitter, Instagram, Snapchat and YouTube construct images of childhood and their impact on children and young people.

- The rise in influence of social media celebrities
- The role of society in monitoring and controlling the impact of digital technology on children and young people.

LEARNING AND TEACHING STRATEGY

Issues relating to the concepts and principles associated with the subject are suited to delivery during weekly lectures. Guest speakers may deliver some lectures. However, for the exploration of these topics and the practical application of research the computer laboratories and tutorial rooms will be used to promote independent study. Seminars and tutorials will be incorporated to support students in their research. Students will draw on child related experience to support discussion of influences and factors which impact on children and young people using media technologies. Library and internet searches will support identification of relevant sources of researched evidence to support analysis of the issues relating to the safety and wellbeing of children and young people using media technologies and importance of media literacy.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	60	30%
Independent learning	140	70%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	3,000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation and Supporting Paper	2000 words	50%

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words): Using the University's VLE as a repository for resources will reduce use of paper resources and enable staff to share resources to avoid duplication. The students will also develop skills in searching for and using electronic sources to support the development of their research skills, of and off campus. This module will raise the students' awareness of digital media and its increasing importance in society. It will develop the students understanding of the impact of digital media on children and prepare students for working within this environment.	

READING LIST

Module Code	BMHP6019	
Module Title	Children, Young People and the Media	
Classification	Reading List entry	Electronic*
Essential	Singer, D. and Singer, J. (2011) <u>The Handbook of Children and the Media</u> , London: Sage	☐
Essential	Strasburger, V. Wilson, B. and Jordan, A. (2014) <u>Children, Adolescents, and the Media</u> , 3rd ed, London: Sage	☐
Further	Potter, J. (2014) <u>Media Literacy</u> 7 th ed, London: Sage	☐
Further	New Directions for Child and Adolescent Development	☒
Further	Social Media and Society (sms.sagepub.com)	☒
Further	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	☒

BMHP6014 Coaching, Mentoring and Team Work in Health and Social Care

DATED: **16/03/2017**

LEVEL: **6**

CREDITS: **20**

JACS CODE: **L530**

AIM(S)

The aim of this unit is to develop knowledge, understanding and skills to support coaching and mentoring of practitioners in health and social care team settings.

LEARNING OUTCOMES

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

- Critically assess the benefits of coaching and mentoring practitioners in health and social care
- Critically examine coaching and mentoring activities in health and social care
- Evaluate team work strategies for use within health and social care

INDICATIVE CONTENT

- Differences between coaching and mentoring
- Circumstances when coaching would be an appropriate method of supporting learning at work
- Circumstances when mentoring would be an appropriate method of supporting learning at work
- Coaching and mentoring complementing other methods of supporting learning
- Coaching and mentoring at work and the promotion of business objectives of the work setting
- Management implications of supporting coaching and mentoring in the work setting
- Teamwork strategies and goals
- Coaching, teamwork and mentoring and the work place learning culture
- Implementation of coaching, teamwork and mentoring activities
- Reviewing the use of coaching, teamwork and mentoring in health and social care workplace settings
- Benefits of coaching and mentoring on practice and service delivery
- Teamwork within the NHS
- Development of plans to support the future development of coaching and mentoring in the health and social care work setting

LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	60	30%
Independent learning	140	70%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation and Supporting Paper	2000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment		50%

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

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

READING LIST

Module Code	BMHP6014	
Module Title	Coaching, Mentoring and Team Work in Health and Social Care	
Classification	Reading List entry	Electronic*
Essential	Cox E. (2013) <u>Coaching understood: a pragmatic inquiry into the coaching process</u> . London: SAGE.	☐
Essential	Daloz L. A. (2012) <u>Mentor: guiding the journey of adult learners</u> . San Francisco, CA: Jossey-Bass, a Wiley imprint.	☐
Further	Brechin A, Brown H, Eby K, (2000) <u>Critical practice in health and social care</u> London: Sage/Open University	☐
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/	☒
Further	http://www.skillsyouneed.com	☒

BMHP6008: Community Care and Development

DATED: 16/03/2017

LEVEL: 6

CREDITS: 20

JACS CODE: L400

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

- Communities: different communities e.g. children and young people, women, elderly, people with disabilities, people from ethnic minorities, travellers, prisoners, hospital patients, care residents, unemployed, homeless, rurally isolated, council estate tenants
- Community development: projects and initiatives related to e.g. health, education, leisure, culture, crime prevention, care services, health and safety, fundraising, regeneration
- Diversity: religion; culture; sexual orientation; gender; age; disability; socio-economic status; demographics; environment; housing; lifestyle
- Strengths and support systems: individual, group and organisational; nuclear and extended family groups; self-help groups and networks; neighbourhood support; voluntary organisations; community forums; tenants associations
Job roles, practitioners, workers and managers working within health and social care within the community
- Empowering communities: identification and agreement of community needs; inclusion; participation; partnership working; interaction with individuals, groups and agencies e.g. government, voluntary, charitable, community forums, tenants associations; development of learning opportunities for individuals and groups; conflict resolution; collective action

- Long- and short-term impact: positive impacts e.g. changing attitudes and perceptions, continuing motivation, improved relationships, empowerment, improved facilities and life chances; negative impacts e.g. marginalisation, dependency, imbalance of power relationships, sustainability problems
- Potential barriers: lack of funding; apathy; lack of physical resources; breakdown in communication; different priorities; opposing factions; demotivation
- Raising awareness of issues and events within the community linked to local health and social care needs

LEARNING AND TEACHING STRATEGY

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

Activity type	Hours	Percentage
Scheduled learning	60	30
Independent learning	140	70
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Social Media Campaign and Peer Evaluation	1500 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	3,000 words	50%

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
Using the University's VLE as a repository for resources will reduce use of paper resources and enable staff to share resources to avoid duplication. The module will raise students' awareness of theoretical perspectives, legislative processes and approaches relating to community care and the importance of effective collaboration between partners, to enable service providers to better meet the needs of service users, using innovative and creative ideas to ensure sustainable person centred care is delivered. The module will empower students in expressing their views to inform sustainable change initiatives and to develop confidence in leading and supporting effective changes to service delivery through continuous professional development.	

READING LIST

Module Code	BMHP6008	
Module Title	Community Care and Development	
Classification	Reading List entry	Electronic*
Essential	Alakeson, V. (2014) <u>Delivering Personal Health Budgets: A Guide to Policy and Practice</u> . Bristol: Policy Press	☐
Essential	Day, J. (2013) <u>Interprofessional Working: An essential Guide for Health and Social care Professionals (Nursing and Healthcare Practice)</u> Andover: Cengage Learning	☐
Essential	Lloyd M (2010) <u>A Practical guide to care planning in health and social care</u> Maidenhead:McGraw Hill	☐
Essential	Drennan, V. & Goodman, C. (Eds) (2014) <u>Oxford Handbook of Primary care and Community Nursing</u> (2 nd Edition) Oxford: University Press	☐
Essential	Brown, K. (2010) <u>Vulnerable Adults and Community Care: Post-Qualifying Social Work Practice Series</u> . Exeter: Learning Matters	☐
Further	Brotherton, G. & Parker, S. (Eds) (2013) <u>Your Foundation in Health and Social care</u> (2 nd Edition) London: Sage	☐
Further	Tilmouth, T., Davies-Ward, E. & Williams, B. (2011) <u>Foundation Degree in Health and Social Care</u> . Abingdon: Hodder Education	☐
Further	Thomas, J., Pollard, K. C., Sellman, D. & Meirs, M. (2014) <u>Understanding Interprofessional Working in Health and Social Care: Professional Perspectives Theory and Practice</u> . Basingstoke: Palgrave Macmillan	☐
Further	Glasby, J. and Dickinson, H. (2014) <u>Partnership Working in Health and Social Care: What is Integrated Care and how can we deliver it?</u> Bristol: Policy Press	☐
Further	www.scie.org.uk	☒
Further	www.ccwales.org.uk	☒
Further	www.communitycare.org.uk	☒
Further	http://gov.wales	☒
Further	www.nhs.uk	☒
Further	www.nesta.org.uk	☒

BMHP6016 Contemporary Society and the Health of the Child

DATED: **16/03/2017**

LEVEL: **6**

CREDITS: **20**

JACS CODE: **L530**

AIM

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

- The structure and function of the UK and Welsh Governments and their roles in developing child related policy.
- Childhood in context, including history, culture and politics.
- The concepts of health and wellbeing including ideological underpinnings of social policy in relation to child and family and the effects of social inclusion and exclusion.
- The child and family rights, including the UN Convention on the Rights of the Child (UNCRC) and legal and ethical perspectives.
- Family and statutory service interfaces.
- Beliefs and values in child rearing practices.
- Culture and role in children.
- Child and adolescent mental health issues.
- Discrimination, prejudice and the importance of non-discriminatory practice.
- Factors which impact on child development and the use of advocacy.

LEARNING AND TEACHING STRATEGY

The conceptual and theoretical issues are suited to keynote lectures, supported by regular tutorials. During the tutorials students will have the opportunity to discuss issues of contemporary relevance and agreed cohort interest, stimulating debate and supporting formative feedback in preparation for assessment. The module will be augmented by reviews, articles, application to case studies, media resources and group discussion and debate.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	60	30
Independent learning	140	70
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	3000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	3000 words	50%

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

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

READING LIST

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

BMHP6012: Continuing Professional Development**DATED: 16/03/2017****LEVEL: 6****CREDITS: 20****JACS CODE: L400**

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The conceptual and theoretical issues are suited to keynote lectures, supported by regular tutorials. During the tutorials students will have the opportunity to discuss issues of contemporary relevance and agreed cohort interest, stimulating debate and supporting formative feedback in preparation for assessment. The module will be augmented by reviews, articles, application to case studies, media resources and group discussion and debate. The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Practical and Written coursework		50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written coursework	3000 words	50%

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

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

READING LIST

Module Code	BMHP6012	
Module Title	Continuing Professional Development	
Classification	Reading List entry	Electronic*
Essential	Jasper, M & Rosser, M (2016) <u>Professional Development, Reflection and Decision-Making in Nursing and Healthcare: Vital Notes (Advanced Healthcare Practice)</u> 2 nd Edition Wiley Blackwell London	☐
Essential	Mullins, L.J (2013) <u>Management and Organisational Behaviour</u> , 10 th Ed., England: Prentice Hall. Norhouse, P.G (2012) <u>Introduction to Leadership: Concepts and Practice</u> , Second Edition. London: Sage Publications	☐
Essential	Neary, S and Johnson, C (2016) <u>CPD for the Career Development Professional: A Handbook for Enhancing Practice</u> Trotman, London	☐
Further	Tilmouth T (2012) <u>Diploma in Leadership for Health and Social Care and Children and Young People's Services: Level 5</u> Hodder :London	☐
Further	Human Resource Management Journal	☐
Further	Journal of Managerial Psychology	☐
Further	People Management Journal	☐
Further	Management Today	☐
Further	www.dti.gov.uk/bestpractice/management.leadership.ht	☒
Further	www.dh.gov.uk	☒
Further	www.leadership-he.com	☒
Further	www.organisationalpsychology.com	☒
Further	www.wales.gov.uk	☒

BMHP6018: Emerging Issues

DATED: 16/03/2017

LEVEL: 6

CREDITS: 20

JACS CODE: L400

AIM(S)

The aim of this module is to facilitate an in depth understanding of the factors that may influence public debate of matters relating to health and social care, or the children and young people sector.

LEARNING OUTCOMES

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

- Reflect upon information relating to health delivery that may give rise to issues of concern to the public and critically analyse how these issues are presented in the media
- Evaluate current thinking on the chosen issue and its possible influence on the health and wellbeing of the individual and or society, health delivery, policy and legislation.

INDICATIVE CONTENT

- Information and the media
- Influences on attitudes and behaviour:
- People, professionals, pressure groups, marketers
- Legislation, codes of practice, services
- Shaping public opinion
- Reliability of sources of information
- Conflicting views of current issues
- The impact of the internet on news media
- Outline key issues
- Awareness of the influence of cultural context
- Presentation and emphasis of media and policy makers
- Knowledge of specialist sources of current information
- Understanding of impact on services studied

LEARNING AND TEACHING STRATEGY

The teaching and learning methods will be varied, to include the expertise of external speakers, research, discussion and debates. Emphasis will be placed on analytical investigative and reflective skills. The module will be augmented by lectures, tutorials, reviews, articles, application to case studies, media resources, presentations and seminars and group discussion and debate.

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Professional Portfolio	5000 word equivalency	100%

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

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

READING LIST

Module Code	BMHP6018	
Module Title	Emerging Issues	
Classification	Reading List entry	Electronic*
Essential	Hodkinson (2010) Media, Culture and Society: An Introduction London: Sage	☐
Essential	Zoller, H. and Dutta, M.J. (2008) Emerging Perspectives in Health Communication: Meaning, Culture, and Power (Lea's Communication) Oxon: Routledge	☐
Further	Chadwick, H. & Meslin, E.M. (2011) The SAGE Handbook of Health Care Ethics . London: Sage	☐
Further	Gillies, V. (2006) Marginalised Mothers . Abingdon: Routledge	☐
Further	Long, T. & Johnson, M. (2006) Research Ethics in the Real World: Issues and solutions for Health and Social Care . Kidlington: Churchill Livingstone.	☐
Further	BMJ Online	☒
Further	Community Development Journal	☒
Further	Health Education Research	☒
Further	Health Promotion International	☒
Further	Internet Journal of Health Promotion	☒
Further	Journal of Educational Psychology	☒
Further	Journal of Health Education	☒
Further	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	☒

BMHP6013: Facilitating Change and Managing Quality

DATED: 16/03/2017

LEVEL: 6

CREDITS: 20

JACS CODE: L400

AIM(S)

The aim of this unit is to gain understanding of the factors of change and impact on quality in health and social care services.

LEARNING OUTCOMES

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

- Critically examine and evaluate the factors that drive change in past and present health and social care services
- Evaluate strategies for achieving quality in health and social care services
- Critically evaluate change and quality systems, policies and procedures in health and social care services

INDICATIVE CONTENT

- Political and legal factors driving change within health and social care; Demographic and cultural: Technological
- Impact of recent changes on services, organisations and staff
- Benefits of recent changes: for the government; for workers in services; for those who use services
- Key principles of change management: Kotter's eight steps to successful change; Leavitt's model of change; people's reactions to change; dealing with people's fears and anxieties; understanding people's needs; reducing resistance to change; leading change; creating ownership
- How change is monitored: measuring and monitoring e.g. evaluative research surveys; customer/staff satisfaction; measures of efficiency (cost-benefit, referral rates, case
- Standards: minimum standards; best practice; benchmarks; performance indicators; charters; codes of practice; legislation e.g. local, national, European
- Implementing quality: planning, policies and procedures; target setting; audit; monitoring; review; resources (financial, equipment, personnel, accommodation); communication; information; adapting to change

- Barriers: external (inter-agency interactions, legislation, social policy); internal (risks, resources, organisational structures, interactions between people)
- Evaluating quality: different quality methods and systems
- Health and care organisation: services e.g. an NHS trust, a local authority social care service, a private health or social care service, a not-for-profit health and care service
- Improving quality: methods e.g. customer service, empowering users of services, functional quality, putting people first, valuing front-line staff

LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	60	30
Independent learning	140	70
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	5000 words	90%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation		10%

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

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

READING LIST

Module Code	BMHP6013	
Module Title	Facilitating Change and Managing Quality	
Classification	Reading List entry	Electronic*
Essential	Gopee, N (2013) <u>Leadership and Management in Healthcare</u> Sage Publications Ltd 2 nd Edition London	☐
Essential	Northouse, P.G. (2013) <u>Leadership Theory and Practice</u> (6 th Edition) London: Sage	☐
Further	Miller, L. and Cable, C. (Eds) (2011) <u>Professionalization, Leadership and Management in the Early Years</u> , London: Sage.	☐
Further	Mullins, L. J. (2010) <u>Management and Organisational Behaviour</u> (9 th Edition), Harlow: Pearson.	☐
Further	British Educational Research Journal	☒
Further	Journal of Change Management	☒
Further	Journal of Diversity in Health and Social Care	☒
Further	Journal of Organisational Change Management	☒
Further	The International Journal Social Research and Practice Dementia	☒
Further	www.businessballs.com	☒
Further	www.investorsinpeople.co.uk	☒
Further	www.peoplemanagement.co.uk	☒
Further	www.scie-peoplemanagement.org.uk	☒
Further	www.valuebasedmanagement.net	☒

BMHP6010 Health Portfolio Dissertation**DATED: 16/03/2017****LEVEL: 6**
CREDITS: 40**JACS CODE: L400**

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

- Developing and structuring a research proposal: problem identification, formulating aims/hypotheses, sampling, ethical issues and the practicalities of design.
- Research principles and approaches (e.g. the research process, purpose, sources of data including primary/secondary research, quantitative/qualitative data, objective/hypothesis formation, reliability, validity, generalisability)
- Research design strategies, (e.g. action research, experiments, surveys, case studies, ethnography), their advantages and limitations, and their suitability to a variety of research contexts. Primary and Secondary research methods are

suitable for this module depending upon agreement with Module Lead and First Supervisor.

- Data collection & sampling methods (e.g. interviews, questionnaires, observation), and their advantages and limitations in a variety of contexts.
- Data analysis of both qualitative and quantitative information, including the use of appropriate computer software, e.g. SPSS, Survey Monkey.
- Development of documentation for academic dissertations.
- Subject-specific content as required.

LEARNING AND TEACHING STRATEGY

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

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

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

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Research Proposal	1500 words	10%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Thesis and Viva	10000 words	90%

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

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

READING LIST

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

BMHP6007: Health, Wellbeing and Sustainable Development

DATED: 16/03/2017

LEVEL: 6

CREDITS: 20

JACS CODE: L510

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

- Past and present definitions and concepts of health, wellbeing, and sustainable development within health and social care
- Evolution of sustainability
- Current policy focus on local level: as relevant e.g. Well Being Future Generations Act
- Impact of relevant initiatives on national and global level: changes to practice, development needs
- Social processes and impacts on concepts of health, wellbeing, and sustainable development
- Attitudes and perceptions of health, wellbeing, and sustainable development within public and media sphere
- Impact of current ideologies upon service users
- Future of health, wellbeing, and sustainable development ideals

LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	60	30
Independent learning	140	70
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	3000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Event and Critique	3000 words	50%

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
Using the University's VLE as a repository for resources will reduce use of paper resources and enable staff to share resources to avoid duplication. The module will raise students' awareness of the policies and theories which directly link to health, wellbeing, and sustainable development within Wales and the UK, as well as on a global scale. Students will be able to create awareness of issues within these concepts as well as develop their own ideas and recommendations for future improvements.	

READING LIST

Module Code	BMHP6007	
Module Title	Health, Wellbeing and Sustainable Development	
Classification	Reading List entry	Electronic*
Essential	Davies, H. (2016). The Well-being of Future Generations (Wales) Act 2015: Duties or aspirations? Environmental Law Review, 41-56.	☐
Essential	Dolan, P., Layard, R., & Metcalfe, R. (2011). Measuring Subjective Wellbeing for Public Policy: Recommendations on Measures. London: Centre for Economic Performance.	☐
Essential	Bergdolt, K. (2008). Wellbeing: A Cultural History of Healthy Living. 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 Journal of Wellbeing Environmental Research and Public Health	☒

BMHP6009: Living with Care: The Older Person

DATED: 16/03/2017

LEVEL: 6

CREDITS: 20

JACS CODE: L530

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

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

Activity type	Hours	Percentage
Scheduled learning	60	30%
Independent learning	140	70%
Placement learning	-	-
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	3000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Debate and Supporting Paper	2000 words	50%

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

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

READING LIST

Module Code	BMHP6009	
Module Title	Living With Care: The Older Person	
Classification	Reading List entry	Electronic*
Essential	Brooker, D. and Lillyman, S. (2013) Nursing & Health Survival Guide: Dementia Care (Nursing and Health Survival Guides) London: Pearson	☐
Essential	Fredman, G., Anderson, E. and Stott, J. (2010) Being with Older People: A Systemic Approach (Systemic Thinking and Practice) London: Karnac Books	☐
Essential	Van Soest, A. and Zaidi, A. (2010) Ageing, Health and Pensions in Europe: An Economic and Social Policy Perspective . Basingstoke: Palgrave MacMillan:	☐
Essential	Heathcote, J. (2011) Group and Individual Work with Older People . 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	☐
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	☒

BMHP6015 Management of Resources**DATED: 16/03/2017****LEVEL: 6**
CREDITS: 20**JACS CODE: L400**

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	60	30%
Independent learning	140	70%
Placement learning	-	-
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☒ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Exam		50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	3000 words	50%

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

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

READING LIST

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

BMHP6006: Mental Disorders and Psychopathology

DATED: 16/03/2017

LEVEL: 6

CREDITS: 20

JACS CODE: L530

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	60	30%
Independent learning	140	70%
Placement learning	-	-
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Debate and Supporting Paper	2000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	3000 words	50%

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

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

READING LIST

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

BMHP6017: Perspectives on Child Pedagogy and Development

DATED: 16/03/2017

LEVEL: 6

CREDITS: 20

JACS CODE: L400

AIM

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

LEARNING OUTCOMES

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

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

INDICATIVECONTENT

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

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

LEARNING AND TEACHING STRATEGY

The conceptual and theoretical issues are suited to keynote lectures, supported by regular tutorials. During the tutorials students will have the opportunity to discuss issues of contemporary relevance and agreed cohort interest, stimulating debate and supporting formative feedback in preparation for assessment. The module will be augmented by reviews, articles, application to case studies, media resources and group discussion and debate.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	60	30
Independent learning	140	70
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Poster Presentation and Supporting Paper	2000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	3000 words	50%

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

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

READING LIST

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

BMHP6011: Research Project**DATED: 16/03/2017****LEVEL: 6**
CREDITS: 20**JACS CODE: L400**

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

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

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

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

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Research Proposal	1500 words	10%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Thesis and Viva Voce	5000 words	90%

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

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

READING LIST

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