



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

MODULE DIRECTORY

BSc (HONS) HEALTH and SOCIAL CARE

LEVELS 5-6

ACADEMIC DISCIPLINE OF BIRMINGHAM AND LONDON CAMPUSES

INSTITUTE OF INNER CITY LEARNING

2026-2027

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INTRODUCTION

This Module Directory includes all the modules for Levels 5 and 6 within the Institute of Inner City Learning 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 5

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

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

Module Code		
Module Title	Changemakers: Creativity and Value Creation	
Classification	Reading List entry	Electronic*
Essential	Hargreaves, J., and Page, L. (2013) <i>Reflective Practice</i> . (Key Themes in Health and Social Care Series). Polity Press.	☒
Essential	Nardi, P.M. (2017) <i>Critical Thinking : Tools for Evaluating Research</i> . University of California Press	☒
Essential	Westerman, G., Bonnet, D. and McAfee, A., <i>Leading Digital: Turning Technology Into Business Transformation</i> . (Audiobook) Recorded Books. 2017.	☒
Further	Schiuma, G. (2011) <i>Managing Knowledge Assets and Business Value Creation in Organizations :</i>	☒

	<i>Measures and Dynamics</i> Hershey, Pa.: Business Reference Service.	
Further	Rescher, N. (2014). <i>A System of Pragmatic Idealism, Volume II The Validity of Values, A Normative Theory of Evaluative Rationality</i> (Princeton Legacy Library). Princeton: Princeton University Press.	☒
Further	Turner, E. (2020) <i>Be Less Zombie: How great companies create dynamic innovation, fearless leadership and passionate people</i> . John Wiley & Sons.	☒

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☒ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

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

Module Code		
Module Title	Changemakers: Building your Personal Brand for Sustainable Employment	
Classification	Reading List entry	Electronic*
Essential	Lock, D. (2018). <i>Project management</i> . Routledge	☒
Essential	Dweck, C. (2017) <i>Mindset: Changing The Way You think To Fulfil Your Potential</i> . Robinson Publishers.	☒
Essential	Griffith, B.A. (2014) <i>Working in Teams: Moving From High Potential to High Performance</i> . SAGE Publications Inc.	☒
Essential	Baguley, P. (2003). <i>Teams and team-working</i> (New ed.). London: Teach Yourself.	☐

Essential	Gensler, H. J. (2017). <i>Ethics : A contemporary introduction</i> (3 rd ed., Routledge contemporary introductions to philosophy). New York: Routledge.	☐
Essential	Well-being of Future Generations (Wales) Act 2015 (Online). Available at http://www.legislation.gov.uk/anaw/2015/2/contents/enacted	☒
Further	Smale, B. and Fowlie, J. (2015) <i>How to Succeed at University an Essential Guide to Academic Skills and Personal Development</i> (2 nd Ed.). Los Angeles, [Calif.]: SAGE Study Skills Ser. Web.	☒
Further	Phillips, S. (2014) <i>The complete guide to professional networking : the secrets of online and offline success</i> . London, England : Kogan Page	☒
Further	Snow, S. (2018) <i>Dream Teams: Working Together Without Falling Apart</i> . Piatkus.	☒
Further	<i>Williams, B. (2020) Diversity in the Workplace: Eye-Opening Interviews to Jumpstart Conversations about Identity, Privilege, and Bias</i> . Rockridge Press	☒
Further	Dawson, P. and Andriopoulos, C. (2017) <i>Managing Change, Creativity and Innovation</i> . SAGE Publications Ltd.	☒
Further	Clements, P., & Jones, J. (2008). <i>The diversity training handbook a practical guide to understanding & changing attitudes</i> (3rd ed.). London ; Philadelphia: Kogan Page.	☒

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

- Theory, implementation and evaluation of support mechanisms in health and social care
- Health and social care support structures, including: the respect of individuality, rights, choice, privacy, independence, dignity and diversity; partnership working; equal opportunity; confidentiality
- Person-centred approaches and protection from risk of harm, including: assessment of risk to self and others; rights of individuals
- Relevant current policy (guidance), such as: Every Child Matters; Rights to Action; Quality Protects; Children First
- Current legislation, regulations and codes of practice, such as: Care Standards Act 2000; Care Homes Regulations 2001; the Care Homes (Wales) Regulations 2002; Code of Practice for Social Care Workers and Code of Practice for Employers of Social Care Workers; The Code: Standards of conduct, Performance and Ethics for Nurses and Midwives
- Impact of new initiatives, such as changes to practice and developmental requirements
- Explanations for the characteristics and circumstances of individuals, including: theories of human growth and development; managing loss, change and stress; behavioural theory
- Social processes, health inequalities and their impact on services
- Health and social care services in a diverse society

- Inter-professional and partnership working in health and social care and education

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMHP5016	
Module Title	Principles of Health and Social Care Practice	
Classification	Reading List entry	Electronic*
Essential	Akhtar, F (2013) <u>Mastering Social Work Values and Ethics (Mastering Social Work Skills)</u> Jessica Kingsley Pub London	☐

Essential	Bartley, M (2016) <u>Health Inequality: An Introduction to Concepts, Theories and Methods 2nd Edition</u> Polity Press; London	☐
Further	www.ccwales.org.uk www.dh.gov.uk/health www.health/online/online.co.uk www.wales.gov.uk www.who.org	☒
Further	Social Work Exeter: Learning Matters Community Care Journal Of social Policy Nursing Times	☒

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

- Types of primary and secondary research
- Key references: books; journals; internet
- Research project specification: aims and objectives; rationale for their selection; hypothesis or research question; justification (through literature review, skills and knowledge to be gained, resource availability including time)
- Ethical considerations in secondary research
- Overall strategy and duration; tasks with target dates; presentation of results; scheduled monitoring process; recording of amendments to plan
- Evaluation of outcomes: judgement of the success or failure of the planned project justified e.g. in relation to research plan, aims and objectives, evidence and findings, sources of error, validity, reliability of data collected; difficulties
- Contributions to practice in the health, care and / or digital professions
- Recommendations: for further development e.g. areas for further research, improvements, changes to practice
- Be able to present the research outcomes
- Format: professional delivery format appropriate to the audience e.g. oral viva presentation, written report; answering questions from audience on research project; use of academic referencing

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	400 words	10%

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	3600 words	90%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMHP5019	
Module Title	Introduction to Independent Research Skills	
Classification	Reading List entry	Electronic*
Essential	Aveyard, H. (2014) <u>Doing a Literature Review in Health and Social Care</u> . Buckingham: OU Press	☐
Essential	Aveyard, H (2015) <u>A Beginner's Guide To Critical Thinking And Writing In Health And Social Care</u> Open University Press London	☐
Essential	Bell, J. (2005) <u>Doing your research project – A guide for first time researchers in Health and Social Science</u> . Buckingham: O U Press	☐
Essential	Bruce, L. (2007) <u>Understanding Research and Evidence Based Practice (Health and Social Care: Knowledge and skills)</u> . London: Reflect Press	☐

Essential	Saks, M. & Alsop, J. (2012) <i>Researching Health: Qualitative, Quantitative and Mixed Methods</i> . London: Sage Publications	☐
Further	Denscombe, M. (2007) <i>The Good Research Guide</i> . Buckingham: OU Press	☐
Further	Ridley, D. (2012) <i>The Literature Review: A Step by Step Guide for Students</i> . London	☐
Further	BMJ online	☒
Further	Health Care Analysis	☒
Further	Journal of Nursing Research	☒
Further	Nursing Ethics	☒
Further	Community Care	☒
Further	www.wg.gov.uk	☒
Further	www.nice.org.uk	☒
Further	www.who.org.uk	☒

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

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

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMHP5021	
Module Title	Protecting and Supporting Families in Health and Care	
Classification	Reading List entry	Electronic*
Essential	Frost, N. (2020) <i>Safeguarding Children and Young People: A Guide for Professionals Working Together</i> . London: Sage.	☒
Essential	Dobson, J. (2020) <i>Working with Children Families and Young People: Professional Dilemmas, Perspectives and Solutions</i> .	
Essential	Walton, A and Goddard, G (2013) <u>Supporting Every Child (Working with Children, Young People and Families</u> Learning Matters, London	

Further	British Journal of Community Care British Journal of Social Work Child Abuse Review Health Care Analysis Journal of Educational Psychology	☒
Further	www.childpolicy.org.uk www.dh.gov.uk/health www.nspcc.org.uk www.savethechildren.org.uk www.nafw.org	☒

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

- Body systems: main structures and functions of e.g. cardiovascular, respiratory, digestive, excretory, nervous, endocrine, locomotor, integumentary, sensory, reproductive
- Functioning: to maintain life (respiration, feeding, excretion); for other activities (sensory perception, movement, coordination, reproduction)
- Metabolism: chemical nature of body activity, rate at which energy used; changes in metabolic rate e.g. during exercise, over lifespan
- Everyday activities: breathing, eating, excreting, physical activity
- Regulation of internal activities: regulation of e.g. body temperature, heart rate, respiration rate, blood sugar, urine output
- Measures: as relevant
- Care: monitoring course of health/disorder/disease, care planning, care routines, Professionals involved, reporting data to professionals, recognising need for emergency responses
- Ethical considerations: when taking measures and using data e.g. individual rights, dignity, policy
- Health promotion and the role of health and social care in promoting health and well-being.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	15 minute presentation	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMHP5023	
Module Title	Introduction to Physiology	
Classification	Reading List entry	Electronic*
Essential	Waugh, A. & Grant, A. (2014) <u>Ross and Wilson Anatomy and Physiology in Health and Illness: (12th Edition)</u> London: Churchill Livingstone	☐
Essential	Cook, N. Shepherd, A & Boore, J. (2021) <u>Essentials of Anatomy and Physiology for Nursing Practice.</u>	☐
Essential	Tucker, L. (2011) <u>An Introductory Guide to Anatomy and Physiology.</u> (5th Edition). London: Ems Publishing	☐
Further	McKinley, M., O'Loughlin, V. & Bidle, T. (2013) <u>Anatomy & Physiology: An Integrative Approach.</u> Maidenhead: McGraw Hill	☐
Further	www.getbodysmart.com	☐

Further	www.bbc.co.uk/science/humanbody	☐
Further	www.innerbody.com	☐
Further	www.visiblebody.com/index.html	☐

LEVEL 6

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

- Collaboration, adaptability and reflection.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

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

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

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

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

- Factors within delivery of services within health and care which have been digitally transformed
- Communities: different communities e.g. children and young people, women, elderly, people with disabilities, people from ethnic minorities, travellers, prisoners, hospital patients, care residents, unemployed, homeless, rurally isolated, council estate tenants and digital literacy
- Community development: digital projects and initiatives related to community improvement
- Digital devices and their impact upon services
- Forming and developing current and future communities using software and ICT
- Empowering communities
- Digital communications and its role in community development
- Innovations in technologies which impact upon health and care
- Impacts upon political systems and funding
- Understanding the impacts of misinformation and misuse of language
- Explore uses of 'big data' and AI in health and social care
- The role of change agents/change management in digital transformation
- How data is used to inform, regulate and evaluate change
- Barriers to digital and transformation (i.e. People, poor involvement of users at that start, bad communication, change for change sake, financial constraints)

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%

Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

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

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual Presentation	15 minutes	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

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

Further	Journal of Psychiatric and Mental Health Nursing	☒
Further	Journal of Social Work	☒
Further	Mental Health Nursing	☒
Further	Mental Health Practice Magazine	☒
Further	www.cieh.org.uk Chartered Institute of Public Health	☒
Further	www.doh.gov.uk UK Department of Health	☒
Further	www.doh.gov.uk/cmo Chief Medical Officer's website	☒
Further	www.europa.eu.int European Union website	☒
Further	www.fphm.org.uk Faculty of Public Health	☒
Further	www.hda-online.org.uk Health Development Agency	☒
Further	www.hpa.org.uk Health Protection Agency	☒
Further	www.mind.org.uk/	☒
Further	www.nhs.uk Main NHS website	☒
Further	www.statistics.gov.uk National Statistics Online	☒
Further	www.who.int World Health Organisation	☒

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

- Mental Health Act (2007), Mental Capacity Act (2005) Human Rights Act, Community Care Act,
- Welsh Government Initiatives, Lasting Power of Attorney etc.
- International Classification of Diseases (2010)
- Historical Perspectives, Eugenics movement, Institutions, Psychiatry, Therapeutic approaches, community care etc.
- Deprivation of liberty, restraint, power and coercion
- Equality, Empowerment, exclusion, integration, inclusion
- The legislative framework including community and carer's legislation and impact upon practice, sustainable social services.
- Subjective Wellbeing in Wales
- Mental Health Support Services' and 'Secondary Mental Health Services'
- The Care Bill 2014
- How emerging digital technologies impacts upon the role of practitioner and service user
- Debates surrounding classifications of conditions
- Exploration of other mental health disorders and vulnerable groups within mental ill health and conditions
- Language and classifications utilised; i.e. 'disorder', 'condition', 'illness'
- The emerging issue of neurodivergence and reclassification

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual Presentation	15 minutes	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMHP6029	
Module Title	Psychopathological Classifications and Provisions	
Classification	Reading List entry	Electronic*
Essential	Jones, R. (2016) <u>Mental Capacity Act Manual</u> Sweet and Maxwell	☐
Essential	Phillips, P., Sandford, T. & Johnston, C. (2013) <u>Working in Mental Health: Practice and Policy in a Changing Environment</u> . Oxon: Routledge	☐
Further	Brown, K. (2010) <u>Vulnerable Adults and Community Care (Post-Qualifying Social Work Practice)</u> Exeter: Learning Matters	☐
Further	Harper, D. & Thompson, A. R. (2012) <u>Qualitative Research Methods in Mental Health and Psychotherapy: A Guide for Students and Practitioners</u> . Chichester: Wiley Blackman	☐
Further	Rogers, A. & Pilgrim, D. (2010) <u>The Sociology of Mental Health and Illness</u> Fourth Edition. Maidenhead: McGraw-Hill	☐
Essential	British Journal of Learning Disabilities	☒
Essential	British Journal of Mental Health Nursing	☒
Essential	Journal of Learning Disabilities	☒
Essential	Mental Health Nursing	☒
Essential	Mental Health Practice Magazine	☒
Further	www.hpa.org.uk Health Protection Agency	☒
Further	www.mind.org.uk/	☒
Further	www.nhs.uk Main NHS website	☒
Further	www.statistics.gov.uk National Statistics Online	☒
Further	www.who.int World Health Organisation	☒

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	15 minutes	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMHP6030	
Module Title	Health, Wellbeing and Sustainable Development	
Classification	Reading List entry	Electronic*
Essential	Davies, H. (2016). The Well-being of Future Generations (Wales) Act 2015: Duties or aspirations? Environmental Law Review, 41-56.	☐
Essential	Dolan, P., Layard, R., & Metcalfe, R. (2011). Measuring Subjective Wellbeing for Public Policy: Recommendations on Measures. London: Centre for Economic Performance.	☐
Essential	Bergdolt, K. (2008). <u>Wellbeing: A Cultural History of Healthy Living</u> . Cambridge: Polity Press.	☐
Essential	House of Commons. (2012). Measuring well-being and sustainable development: Sustainable Development Indicators. London: The Stationary Office Limited.	☐
Essential	Welsh Government. (2016). Well-being of Future Generations (Wales) Act 2016: The Essentials. Retrieved from www.gov.wales: http://thewaleswewant.co.uk/sites/default/files/Guide%20to%20the%20WFGAct.pdf	☐
Further	www.gov.uk	☒
Further	www.ONS.co.uk	☒
Further	www.un.org/en/	☒
Further	Environmental Impact Assessment Review	☒
Further	Journal of Wellbeing	☒
Further	Environmental Research and Public Health	☒