**Course Information Sheet
BSc (Hons) Health and Social Care
Modules**

Year 1: Fundamentals of Human Anatomy and Physiology
Knowledge, understanding and application of human anatomy and physiology are central to the promotion of health, the prevention of illness, and the care of ill, disabled, and dying people. Therefore, it is fundamental to study and learn about safe practices in health and social care. This module thus provides essential knowledge required for professionals working in health and social care industry. It adopts a systematic approach to the study of the principles of human anatomy and physiology. Students will study basic medical terminology with a focus on the major body systems in order to gain a good understanding of human biology. Students will learn about the normal structure and function of different body structures and systems so students can develop an understanding of the integrative nature of physiological systems. Students will study the key processes and functions that control and regulate the normal activity of the human body and will explore the consequences when such processes fail or are impeded. Students will also be required to consider and debate factors that may impact physiological health and wellbeing in children and adults and the influence of health behaviours on maintaining normal physiology.

Year 1: Academic and Professional Skills
Academic and Professional Skills (APS) is a highly participative module that focuses on the development of the skills students need to succeed academically and professionally. On this module, students gain the skills they need to succeed and thrive in a higher education environment, and simultaneously make themselves more employable by building on a range of professional skills. Skills covered on APS include critical thinking, reading efficiently, using sources, referencing, making presentations and structuring written work, as well as many other skills. The module uses a wide range of engaging activities and tasks to boost academic and professional development. Receiving and engaging with feedback is a core component of the module, and students are given regular opportunities for self-reflection, as well as receiving personalised formative feedback from their lecturer. This module is typically assessed via a written report and a presentation, and the module content is designed to support students throughout the assessment process.

Year 1: Health and Safety in Care Settings
This module will equip students with knowledge and understanding of health and safety issues in health and social care settings. Students will become familiarised with relevant legislation and policies which promote effective health and safety practices. Areas which will be explored (but not limited to) include the identification of potential hazards, risk assessment, infection control, protective personal equipment, and waste management. The importance of record keeping in health and safety will also be addressed. Students will be introduced to legislative requirements and organisational policies for accident and incident reporting. It is recognised that sometimes health and social care workers need to undertake lone working. This module will therefore explore this domain, highlighting the necessary health and safety issues within it. Simultaneously, students will develop their knowledge and understanding of maintaining personal safety during the client-worker relationship. Throughout the module students will be given the opportunity to explore, evaluate and analyse current working policies and potential scenarios. Students will be encouraged to identify potential health and safety hazards and formulate strategies for overcoming such hazards in a practical way. The students will also be encouraged to explore graduate capitals skills as part of employability preparedness on this module and the entire course. This module encourages students to share their unique and diverse experiences from different work and non-work backgrounds as this enriches the module content for added value that will benefit everyone enrolled on this module.

Year 1: The Health and Social Care Professional
It is crucial for individuals in the health and social care sectors to have a comprehensive understanding of their professional roles and responsibilities, as well as those of their colleagues. This module aims to expand students' knowledge and understanding of professional values, ethics, and boundaries by exploring codes of practice relevant to health and social care settings. Students will learn how to apply emotional intelligence and resilience within the health and social care practice, and they will explore challenges to diversity in healthcare. In addition, students will be introduced to the significance of team working, including its different types, purposes and benefits. The module will also provide an opportunity for students to recognise potential challenges to effective team working and recommend strategies to overcome them. Through critical incident analysis and reflective practice (among other methods), students will be encouraged to assess and evaluate their own professional practices and identify areas for further growth. Throughout this module, students will be tackling real scenarios from health and social care working environment through case studies, group presentations, discussions and individual assessment, hitherto enhancing their preparedness as prospective health and social care professionals.

Year 2: Lifecycle Development
The life cycle of humans is a fundamental part of our existence, and this module aims to delve deeper into the stages of birth, growth, reproduction and death. Our students will be introduced to various factors that contribute to human development, including genetic, biological, social and environmental elements. Throughout the course, we will examine a range of lifecycle theories and apply them to relevant stages of development. To enhance learning, case studies will be used to explore, analyse, and debate the role of nature and nurture in the life course of individuals. Students will also investigate whether environmental factors such as socio-economic climate, parenting styles, and physiological needs have an impact on the life cycle. We will further explore the role of genetics on life cycle development. Given the context of globalisation, we will also discuss multiculturalism and its influence on development. A systems approach to health and social care will be introduced, and the role of health and social professionals in ensuring individuals reach specific life cycle stages at expected times will be debated. The validity of life stage nomograms will also be considered. Several areas of exploration will be covered, including causes of death among children under 5, with a particular focus on the role of nutrition and immunisation. Maternal health during pregnancy, teenage issues such as substance abuse, teenage pregnancy, and homelessness. Diseases among the elderly, including Alzheimer's, dementia and cancer will also be explored in the module.

Year 2: Principles and Practice of Safeguarding
Safeguarding is of paramount importance in health and social care delivery. This module will introduce students to the concepts of vulnerability and its associated theories. Students will become familiar with different forms of abuse and will explore the principle types of abuse including financial, physical, emotional and institutional. The context in which abuse may occur will also be explored, for example, within social instructions such as the family, education, and youth centres. Using case studies, students will explore the ethical dimensions of vulnerability; particularly in relation to protection, safeguarding, positive risk taking and the dynamic of ‘power’. In particular, students will examine how to identify the signs of abuse and assess those individuals or groups who are at risk. Relevant legislation, social policy, ethics and codes of conduct underpinning the care of vulnerable groups will be critically analysed and examined. Students will be encouraged to challenge their values and attitudes towards vulnerability.

Year 2: Mental Health and Wellbeing
There are many factors that can have an impact on the wellbeing of individual's and their physical and mental health. The social determinants of mental health will be explored to understand how environmental factors throughout the lifespan from child to adulthood can contribute to poor mental health such as unemployment, poverty, and poor housing. Theories of stress and significant life events will be examined to understand how events such as sudden death, marriage, the birth of a child, and divorce can affect the health and wellbeing of individuals and groups both positively and negatively. Students will review resilience and coping strategies to understand how they can be applied and the impact they can have on individuals and groups. The module will use case studies to enable students to apply their knowledge and skills effectively in a professional environment, understanding the complexity of the many factors that influence mental health and wellbeing.

Year 2: Health Promotion
The essence of this module is health promotion, and it develops core knowledge and skills needed to work in public health, including other sectors in health and social care. Students will be introduced to basic health promotion, how to identify the need for health promotion, strategies that may be used in health promotion and how to evaluate the effectiveness of health promotion interventions. This will be achieved by developing students’ knowledge and understanding of ‘health and wellbeing’. Students will be encouraged to explore their understanding of the concepts of health and wellbeing. They will be introduced to differing views of what constitutes ‘health’ and ‘wellbeing’. Equipped with this understanding, students will then be introduced to the importance of ‘holistic assessment’ (physical, psycho-social and spiritual) in health and social care. Emphasis will be placed upon the link between holistic assessment and effective, personalised care planning. The importance of effective communication in health and social care settings will also be discussed during this module. The module introduces students to different models of communication, potential barriers to effective communication and strategies to overcome them.

Year 2: Sustainability in Career Development

This module helps student prepare for the transition from higher education to the world of work. This is a really important step and we are here to help find a career that is great for you. Throughout the module, we will explore what your personal motivators are, developing an in-depth understanding of what you are seeking from your future career (by considering your values, occupational interests, strengths and personality). This will help you achieve both career satisfaction and success. We will explore the labour market and the changing nature of different industries and sectors (including the impact of automation, artificial intelligence and globalisation). Given the large number of roles available within the economy, we help students understand what their options are and what they need to do to enter these careers. In addition to this, we equip students with the tools they need to successfully navigate the recruitment cycle (including CVs and applications, interview techniques, assessment centres and psychometric tests). Some of our graduates would prefer to work for themselves and we provide support and guidance for those wishing to start their own enterprise. By the end of the module, you will have a comprehensive career plan and know what steps you need to take to secure your dream job.

Year 3: Comparative Healthcare Systems
A healthcare system is a complex, dynamic network of organisations, institutions and agencies working collaboratively to improve the health and wellbeing of a country’s population. Globally, there are large and growing differences in a country’s health service organisation and provision and concerns about the health systems performance and sustainability. Different healthcare systems may take different approaches in the way in which they operate. For example, responsiveness which relates to a system’s ability to respond to the legitimate expectations of health service users about non-health aspects of care and, together with health and fairness of financial contribution, which are among the intrinsic goals of health system performance. Among others, access to healthcare may depend on local infrastructures such as roads, education, available resources and societal norms in relation to tolerance and inclusion. These factors may combine to impact upon the design of healthcare systems and subsequent delivery of healthcare to different groups of the population. This in turn may lead to some inequality in access to healthcare. This module therefore will explore, compare and contrast different healthcare systems and their methodologies to improve population health. In so doing, it is hoped that students will be able to identify ways of implementing best practices. While the concept of comparative systems is often applied to national states, students on this module will also expand their analysis to focus on local and regional areas and the basis for understanding factors which contribute to healthcare outcomes. For example, students may compare healthcare systems between the regions that constitute the United Kingdom (i.e. Northern Ireland, Scotland England and Wales) or even different counties of England (i.e. London, Manchester and Liverpool). This module will allow students to critically analyse such inequalities and identify individuals, groups or regions that may be at risk of exclusion. By establishing relevant benchmarks, a cross-national comparison offers the opportunity for countries to assess their place in relation to others, to learn from experience elsewhere and to identify and explore trends in performance.

Year 3: Contemporary Issues in Healthcare
There are many factors that contribute to health and the healthcare provision that is available to service users. Important considerations affecting contemporary healthcare reflect the need to explore and appreciate the impact that health inequalities may have on those engaging with services. The current healthcare system is dynamic and constantly changing to reflect not only needs of the service users but also social pressures and new health challenges. The healthcare system (particularly in the UK) faces financial challenges, as it is likely that hospitals in particular will see reduced grant levels. For this reason, healthcare systems must pay particular attention to costs and find ways to apply innovative ideas to reduce inefficiencies while maintaining high quality outcomes. For society as a whole, the greatest cost savings may be to help people stay healthy, and many healthcare systems are encouraging behaviour that prevents or delays illness. This module explores current challenges in healthcare including how support can be developed for those experiencing health inequalities and how the system can respond to new challenges such as social issues (e.g. knife crime) and evolving viruses such as Covid 19. The module will encourage students to engage with current debates and explore contemporary literature and recent research in order to develop an appreciation of contemporary issues. Module delivery will incorporate individual and collaborative elements, and the students will be encouraged to share and exchange ideas in sessions. There are a number of ways that formative progress will be assessed, including in class paper analysis, discussion questions, and in class case studies on various healthcare considerations. Summative assessment will be via both a group debate on a contemporary issue in healthcare and an individual report exploring the impact of health inequalities in a specific area and discovering approaches for support that can produce better health outcomes.

Year 3: Leadership and Change Management
In an era of discontinuous change, the future performance of organisations will depend on their employees at all levels being able to fully understand the change process and to implement and cope with change successfully. The demands of leadership in the 21st century, and the pace and complexity of change, are considerable. The contemporary challenges presented by constant change require greater critical judgement and self-awareness on the part of leaders and managers. With this in mind, the module will examine a range of theoretical and practical approaches to leadership change, with particular emphasis on people management skills. The module aims to integrate theory and practice by drawing on relevant theory and connecting it with leaders and change agents across a range of case studies and organisations. Students will be asked to discuss the different types of leaders and organisational change which are evident from the module materials. Ultimately the module seeks to draw theory and practice together so that students can develop the leadership skills and the ability to plan, deliver and manage change within the organisation. These will be required for future careers where change will be an evitable and a constant feature. There will be Q&A sessions in class; tutorials where students present case study analyses and developing change management plans. The summative assessments will be two assignments each contributing to the final grade. The first assignment will be based on an individual reflection essay of the theoretical context of managing change and the possible barriers to change and improvement. The second practical assignment will involve a group boardroom simulation to purpose a plan to manage and specifically identified the needs for leadership change in an organisational setting.

Year 3: Undergraduate Major Project Health
Undergraduate Major Project Healthcare introduces students to research methods relevant to health and social care contexts, how to critically analyse research, identify and source credible evidence, interpret data and synthesise findings to draw conclusions and recommendations. From this, students are able to inform their practice, consider multiple perspectives and justify their decisions to an effective graduate level standard. Throughout the course students learn research and analysis skills through interactive activities, role plays, case studies and application of theory to real-life examples. An essential element of the course is the role that ethics plays in health and social care research, and this is weaved throughout the materials both implicitly and explicitly. Students are assessed by their ability to source credible and relevant evidence in response to a specific research question, present their data, critically analyse their research and synthesise their findings to draw meaningful conclusions and recommendations for future practice and research. Students are also encouraged to apply relevant theoretical knowledge gained throughout their degree course to their project work, thus facilitating the effective transfer of knowledge and allowing an opportunity for students to contextualise their learning in a final project.