



MODULE SPECIFICATION

Code: USSJSH-20-3 **Title:** Professional Practice for Healthcare Science **Version:** 1

Level: 3 **UWE credit rating:** 20 **ECTS credit rating:** 10

Module type: Professional Practice

Owning Faculty: Health and Life Sciences

Department: Applied Sciences

Faculty Committee approval: Quality and Standards Committee

Date: March 2011

Approved for Delivery by: N/A

Valid from: September 2011

Discontinued from:

Pre-requisites:

None

Co-requisites:

None

Entry Requirements: N/A

Excluded Combinations:

USSJFL-20-3 Professional Practice in Applied Sciences

Learning Outcomes:

The student will be able to:

Demonstrate standards of behaviour and practice that must be achieved and maintained as a Healthcare Science Practitioner in the following domains...

Knowledge & Understanding:

1. Demonstrate knowledge, understanding and confidence in application of the core skills, including communication skills, management and quality assurance.
2. Apply advanced scientific and clinical principles from academic units to practice.
3. Critically review and evaluate departmental protocols in relation to core skills in health and safety, human rights, patient identification, communication skills and management and quality assurance, and routine tasks in relation to legislation, accreditation, guidelines and quality standards as appropriate to the Division and Specialist Route.

Practical Skills:

1. Demonstrate the ability to competently perform a range of core, point of care and specialised methods and techniques as appropriate to the Division and Specialist Route and comply with required quality standards.
2. Demonstrate the ability to work with hospital information systems
3. Demonstrate the ability to perform an audit of the effectiveness of one or more methods, including the introduction of new methods, and evaluate the outcome in the context of the clinical application.
4. Demonstrate the ability to prepare and make an oral presentation to peers using modern software, presenting complex ideas, drawing inferences from data and discussing these with the audience.
5. Provide evidence of direct patient interaction, which may include laboratory medicine testing at the point of care, and interaction with other healthcare professionals.

Associated Personal Qualities and Behaviours (Professionalism)

1. Confidently challenge discriminatory behaviour and language.
2. Adapt communication style and language to meet the needs of listeners.

3. Respect and uphold the rights, dignity and privacy of patients and establish patient centred rapport with a consistent focus on the professional duty of care.
4. Reflect and review own practice to continuously improve personal performance.
5. Consistently operate within sphere of personal competence and level of authority while managing personal workload and objectives to achieve quality of care.
6. Active seeking of accurate and validated information from all available sources to assist with judgements and decision making.
7. Contribution to and co-operation with multi-disciplinary teams.

Syllabus Outline:

The syllabus will be determined by the indicative content of the appropriate Training Manual and the relationship between the pattern of training within the specific workplace environment, with particular reference to the second half of the main work placement.

Teaching and Learning Methods:

Work-based skills will be learned during training and work experience based on the appropriate Training Manual. The MSC Online Assessment Tool will be used to organise evidence and record outcomes contributing to the requirements of the Training Manual. Additional support material (skills and assessment) will be provided by UWE through Blackboard and/or established placement support services such as Profile (www.rags.profile.ac.uk).

Assessment will match the model indicated by the MSC team; that is:-
4x Direct Observation of Practical Skills (DOPS); the observation and evaluation of a procedural/technical or practical skill performed by a student in a live environment.

2x Case Studies which are designed to provide structured teaching and feedback in a particular area of clinical or technical practice by evaluating decision making and the interpretation and application of evidence. They also enable the discussion of the context, professional, ethical and governance framework of practice, and in all instances, they allow students to discuss why they acted as they did. CBDs are used throughout training and should encourage a reflective approach to learning.

2x Mini Clinical Examinations (mini-Cex). These are a short snapshot of practitioner/patient interaction. They are designed to assess the clinical skills, attitudes and behaviours of students essential to providing high quality care. (This tool will not be relevant to all disciplines as it is principally designed to assess direct interaction with patients.)

Reading Strategy:

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Any **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.

If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.

Indicative Reading List:

Modernising Scientific Careers Programme Training Manual for appropriate Division and Specialist Route. Available from <http://www.networks.nhs.uk/nhs-networks/msc-framework-curricula/ptp>

Course Handbook for Healthcare Science (2011) In-house publication available from the Placements Service, Dept Applied Sciences, UWE, Frenchay Campus, Bristol BS16 1QY.

QAA Code of Practice: Placement learning. (January 2008) available to download from
<http://www.qaa.ac.uk/academicinfrastructure/codeOfPractice/section9/default.asp>

Assessment:

Weighting between components A and B (standard modules only) A: P/F B: 100%

FIRST ATTEMPT

First Assessment Opportunity

Component A (<i>controlled</i>)	Element Wt (Ratio) (<i>within Component</i>)
Description of each element	
CW1 6 x DOPS/Clinical Examinations	Final Assessment 1

Component B	Element Wt (Ratio) (<i>within Component</i>)
Description of each element	
CW2 Case Study 1	1
CW3 Case Study 2	1

Second Assessment Opportunity (Resit) further attendance at taught classes is not required

Component A (<i>controlled</i>)	Element Wt (Ratio) (<i>within Component</i>)
Description of each element	
CW1 6 x DOPS/Clinical Examinations	Final Assessment 1

Component B	Element Wt (Ratio) (<i>within Component</i>)
Description of each element	
CW2 Case Study 1	1
CW3 Case Study 2	1

EXCEPTIONAL SECOND ATTEMPT Attendance at taught classes is not required.

Specification confirmed by **Date**
(Associate Dean/Programme Director)