



MODULE SPECIFICATION

Code: USSJSK-30-3 **Title:** Professional Practice for Healthcare Science **Version:** 1

Level: 3 **UWE credit rating:** 30 **ECTS credit rating:** 15

Module type: Professional Practice

Owning Faculty: Health and Life Sciences **Department:** Applied Sciences

Faculty Committee approval: Quality and Standards Committee **Date:** May 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:
None

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:

- Demonstrate advanced knowledge, understanding and confidence in application of the core skills, including communication skills, management and quality assurance.
- Apply advanced scientific and clinical principles from academic modules to practice.
- Critically review and evaluate healthcare 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:

- Perform competently 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.
- Demonstrate the ability to work with healthcare information systems
- 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.
- Prepare and make an oral presentation to peers using modern software, presenting complex ideas, drawing inferences from data and discussing these with the audience.
- 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)

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

- 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.
- Reflect and review own practice to continuously improve personal performance.
- Consistently operate within sphere of personal competence and level of authority while managing personal workload and objectives to achieve quality of care.
- Active seeking of accurate and validated information from all available sources to assist with judgements and decision making.
- 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 laboratory(ies), with students undertaking a 15 and 25 week 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:-

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. A minimum of 4 in the 15 week placement and 4 in the 25 week placement

Case Based Discussions (CBDs) 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. A minimum of 1 in the 15 week placement and 2 in the 25 week placement.

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.) Where relevant a minimum of 1 mini-Cex should be performed in the 15 week placement and 2 in the 25 week placement.

The work-based training will be augmented with blended learning to ensure the student understands the breadth of the application of science within their Healthcare Science Division and can apply that knowledge in practice.

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. In-house publication available from the Placements Service, Dept Applied Sciences, UWE, Frenchay Campus, Bristol BS16 1QY.

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

Helyer R. The Work-Based Learning Student Handbook. Palgrave Macmillan

Fanthome, C. Work Placements: A Survival Guide for Students, Palgrave Study Guides,

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)
Description of each element	(<i>within Component</i>)
CW1 CBD/DOPS/Mini-Cex (Portfolio from Placement 1)	1
CW2 CBD/DOPS/Mini-Cex (Portfolio from Placement 2)	1
	Final Assessment 1

Component B	Element Wt (Ratio)
Description of each element	(<i>within Component</i>)
CW3 Case Study	1
CW4 Case Study	1
CW5 Reflective Essay	1

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

Component A (<i>controlled</i>)	Element Wt (Ratio)
Description of each element	(<i>within Component</i>)
CW6 CBD/DOPS/Mini-Cex (Portfolio from Placement 3)	1
CW7 CBD/DOPS/Mini-Cex (Portfolio from Placement 3)	1
	Final Assessment 1

Component B	Element Wt (Ratio)
Description of each element	(<i>within Component</i>)
CW8 Case Study	1
CW9 Case Study	1
CW1 Reflective Essay	1
0	

EXCEPTIONAL SECOND ATTEMPT Attendance at taught classes is not required.

Specification confirmed byDate

(Associate Dean/Programme Director)