



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Foundations of Practice				
Module Code	UZYSLK-30-1	Level	1	Version	1.1
Owning Faculty	Health and Life Sciences	Field	Allied Health		
Contributes towards	Foundation Science Degree in Health and Social Care Practice (FdSc HSCP)				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Professional Practice
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements		
Valid From	01-09-13		Valid to		

<b>CAP Approval Date</b>	29 May 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate effective communication and interpersonal skills (Component A, element 1; Component B, element 1)</li> <li>• Demonstrate the practice skills of assessment, observation reporting and record keeping in line with national and local legislation and policy (Component A, element 1)</li> <li>• Present and discuss ideas, concepts and views effectively in the context of ensuring appropriately tailored care (Component A, element 1; Component B, element 1)</li> <li>• Demonstrate an ability to work inter-professionally within a multi-disciplinary team (Component A, element 1)</li> <li>• Apply fundamental knowledge and understanding of the bio-psycho-social basis of care (Component A, element 1)</li> <li>• Demonstrate the ability to explore the underpinning evidence base for practice, within the practice setting (Component A, element 1; Component B, element 1)</li> <li>• Demonstrate an understanding of the therapeutic use of self incorporating the qualities of kindness, sensitivity, and compassion throughout practice (Component A, element 1)</li> <li>• Be able to deliver safe and effective practice specific to the needs of the service-user and as defined in the practice portfolio (Component A, element 1)</li> </ul> <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the process of assessment in practice, including consideration of the factors which underpin a holistic assessment of client need</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand and explain the roles of other health and social care practitioners / MDT members</li> <li>• Understand the process of interprofessional working in their area of practice</li> <li>• Utilise different sources of knowledge and evidence to inform practice</li> </ul>
Syllabus Outline	<p><b>Ethical practice</b></p> <ul style="list-style-type: none"> <li>○ Applying legal and ethical principles to practice eg consent/confidentiality</li> <li>○ Partnership working</li> <li>○ Team working</li> <li>○ Personal responsibility</li> </ul> <p><b>Practice delivery</b></p> <ul style="list-style-type: none"> <li>○ Working with other professional groups</li> <li>○ Diversity of client group - practice issues</li> <li>○ Competencies and skills as specified within the practice assessment document</li> <li>○ Communication and interpersonal skills between individuals and in a group setting</li> <li>○ Sources of knowledge contributing to evidence based practice</li> </ul> <p><b>Practice management</b></p> <ul style="list-style-type: none"> <li>○ Partnership within a multi professional environment</li> <li>○ Risk assessment as related to health and safety</li> <li>○ Numeracy Skills</li> <li>○ Essence of Care Benchmarks/quality assurance</li> <li>○ Personal and professional development</li> <li>○ Strategies for reflection</li> <li>○ Practice portfolio development</li> </ul>
Contact Hours	<p>300 hours in total</p> <ul style="list-style-type: none"> <li>• 6 hours scheduled learning/ contact time</li> <li>• Lectures 1 x 3 hours</li> <li>• Formative practice review tutorials 3 x 1 hour</li> </ul> <p>Group tutorials 18 x 1 hour (Programme wide as part of GDP provision, not classed within individual module contact hours). This is subject to change dependent on programme delivery location and duration.</p>
Teaching and Learning Methods	<p>This is a ten-month duration practice placement module, which draws on the students' current experiences and skills in their own workplace and serves to develop and establish these at the required foundation level under the supervision, guidance and partnership of a nominated practice mentor. For this reason, the module has a low amount of 'contact time' in terms of direct academic teaching. The module will use a total of 300 hours of study time of which an average of 6 hours will represent scheduled learning in the academic setting and as formative reviews in the clinical setting with an academic tutor and the practice mentor, 248 hours will represent scheduled placement learning with a practice mentor or practice colleague, with the remaining 46 hours as independent learning in the practice or other setting.</p> <p><b>Scheduled learning</b> includes the key introductory lecture delivered in the academic setting. The introductory lecture will set out the module and its requirements with an introduction to the requirements of the practice portfolio assessment. A further element of scheduled learning will be used through formative reviews in the practice setting involving the student, practice mentor, and an academic tutor, and occurring at the 3, 6, and 9 month stage of the module. These review meetings will be of up to an hour in duration and be used to provide an opportunity for discussion of how the student is developing in practice. The opportunity will be provided at each review</p>

point for the academic to meet alone with both student and practice mentor, and for a full meeting to occur with all present, dependent upon need. This provides the opportunity for confidential discussions with the academic tutor as needed. As a key part of this module, students will be engaged in placement learning / work-based learning in their area of practice employment where the majority of time for this module will be spent. As all students are already employed in health and social care settings, their placement learning hours will exceed this credit-based amount of hours.

**Independent learning** includes hours engaged with essential reading, literature searching, and assessment preparation. Students will be guided to topic areas for the development of specific competencies in line with the practice assessment requirements, and independent study related to the written assignment, all based on individual areas of learning need. It is suggested that this will take at least 1 hour per week.

**Key Information Sets Information**

Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

<b>Key Information Set - Module data</b>				
<i>Number of credits for this module</i>				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	6	46	248	300



The table below indicates as a percentage the total assessment of the module which constitutes a -

**Written Exam:** Unseen written exam, open book written exam, In-class test

**Coursework:** Written assignment or essay, report, dissertation, portfolio, project

**Practical Exam:** Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	100%
Practical exam assessment percentage	0%
	100%

**Reading Strategy**

**Essential Reading** will be clearly indicated at the point of need or with notice for preparation, with the method by which it can be accessed. Students will not be asked to purchase a set text for this module due to the wide variety of literature available to support practice development and learning, and the wide variety of skills to be addressed. Students will be given individual guidance based on specific need and the

	<p>requirements of their practice setting, however, they will be alerted to the existence of general texts on transferable, broad topic areas, for example those relating to communication, inter-professional working, health and safety, and national policy guidance and publication resources. The module handbook will include suggested key texts for the module and guidance as to how literature can be accessed, including the large number of useful resources and publications available via key websites including the Department of Health, National Institute of Health and Clinical Excellence, Skills for Health, and others.</p> <p><b>Further Reading</b> will be encouraged and students will be advised and encouraged to access and make use of the library catalogue, a range of bibliographic and full text databases, and other internet resources. This will ensure that students become familiar with the library systems, database searching methods and a variety of relevant literature (including current research in the appropriate fields) specific to the module and their own areas of practice. Wherever possible works will be accessible remotely via the library systems.</p> <p><b>Access and Skills</b> Students will have access to both UWE library and their college library facilities and on-line systems. The module handbook will include suggested key texts for the module and guidance as to how literature can be accessed. All students will be encouraged to make use of the extensive print and electronic resources available to them through membership of UWE and the associated college libraries and to which they will be introduced at the start of their course, including an introduction to the UWE library web-pages which provide access to a wide range of resources and the full library catalogue available across a number of sites. Ongoing library support will be available through the library 'my skills' study area via the Library web pages, telephone enquiries line, and through library attendance and workshops.</p>
Indicative Reading List	It is not appropriate at this time to offer an indicative reading list for this module. Students will be encouraged to access literature which supports their area of practice.

<b>Part 3: Assessment</b>	
Assessment Strategy	<ul style="list-style-type: none"> <li>• Assessment of practice competency will be through the full completion of a practice portfolio of both defined practice competencies and skills (each will require achievement), and related evidence. This component is to be completed by the end of the module.</li> <li>• Further assessment will occur through the completion of a 2000 word critical incident analysis allowing the student the opportunity to communicate their ideas and views and demonstrate the intellectual skills of reflection on and analysis of practice, using appropriate literature and evidence to demonstrate knowledge and understanding and suggest areas for future practice development. The submission of this component will be approximately 2/3 into the module.</li> <li>• Each student will be required to engage with formative review meetings at the 3, 6, and 9 month points of the module which will provide the opportunity for practice progression and achievement to be reviewed and discussed with both the practice mentor and academic tutor.</li> <li>• Students will receive a group assignment tutorial session where the assessment strategy and requirements will be explained and explored. Students will also receive taught content which will introduce the concept of reflection and reflective writing models and skills.</li> <li>• All students will engage with personalised tutorials held as part of the</li> </ul>

programme design and GDP process. These can be used to focus on the development of student skills relevant to the assessment method.

Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Practice Portfolio	Pass/Fail	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. 2000 word written assignment	100%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Practice Portfolio	Pass/Fail	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. 2000 word written assignment	100%	
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.		