



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Professional Aspects of Healthcare Science				
Module Code	USSJT9-30-2	Level	2	Version	1.1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	Yes
Owning Faculty	Health and Applied Sciences	Field	Biological, Biomedical and Analytical Sciences		
Department	Biological, Biomedical and Analytical Sciences	Module Type	Professional Practice		
Contributes towards	FdSc Healthcare Science BSc Healthcare Science (Life Science)				
Pre-requisites	USSJT6-30-1 Principles in Healthcare Science	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
First CAP Approval Date	21 st November 2012	Valid from	September 2015		
Revision CAP Approval Date		Revised with effect from			

Review Date	
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students 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 (assessment intended for each learning outcome designated by [*] corresponding to assessment section):</p> <p>Knowledge and understanding</p> <ul style="list-style-type: none"> • Demonstrate knowledge, understanding and confidence in application of the core skills, including communication skills, management and quality assurance [A1] • Apply scientific and clinical principles from academic modules to practice [A1] • Identify the interaction of Healthcare Science professions, including cross-division and cross specialism, and how this assists with patient involvement and care [B1] • Outline the policy context (political, social, professional) that advocates interprofessional / inter-agency collaboration [B1] • Discuss the legal and ethical boundaries of the healthcare science profession [A1] <p>Associated Personal Qualities and Behaviours (Professionalism)</p> <ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • [A1] • Reflect and review own practice to continuously improve personal performance. [A1, B2] • Consistently operate within sphere of personal competence and level of authority while managing personal workload and objectives to achieve quality of care [A1] • Actively seek accurate and validated information from all available sources to assist with judgements and decision making [A1] • Contribute to and co-operate with multi-disciplinary teams [B1] <p>Intellectual skills</p> <ul style="list-style-type: none"> • Discuss the value of service user and carer involvement / participation within the provision of services [B1, B2] • Discuss alternative philosophies / value systems / beliefs that underpin different occupational / professional roles [B1] • Discuss the distinct contribution of different service providers / agencies (state, private, informal, voluntary) to collaborative working [B1, B2] <p>Subject, Professional and Practice skills</p> <ul style="list-style-type: none"> • 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 [A1] • Apply ethical principles to personal conduct and interprofessional / inter-agency practice [B1] <p>Transferable skills</p> <ul style="list-style-type: none"> • Reflect upon own professional development and interprofessional collaboration [B1, B2] • Reflect on own learning experiences [B2] • Explore a variety of strategies, which enable the individual to communicate effectively concerning patients and their carers [A1]
Syllabus Outline	<p>This Professional Practice module has taken into account the need for a competency assessment portfolio that not only reflects core competencies required for the role but has the flexibility to for the identification of role specific competencies depending on where the student is working. These role specific competencies will be identified by the employer to ensure the programme is truly employer responsive.</p> <p>This module also develops understanding of the importance of partners in service delivery and their roles, enabling students to work effectively with colleagues and other professionals including inter-agency and multidisciplinary teams. The learner will be able to describe and where appropriate apply key concepts and practice in how to engage and support patients and carers in their healthcare and the importance of doing so. The policy and external requirements relating to collaborative and inter-professional working will be explored in relation to working context. Learning related to requirements for team leadership and their appropriate application in line with the NHS leadership model will also serve to develop skills.</p> <p>The workbased learning content/competencies will be relevant to the role of the individual student within their workplace and linked to the appropriate learning packages. Students will perform basic techniques within their sphere of personal competence. This may include the topic areas:</p> <ul style="list-style-type: none"> • Administration, records and data • Preparing the healthcare science environment • Supporting a safe working environment • Recording and reporting clinical data • Patient contact, support and engagement • Assessing patient status • Obtaining samples, specimens and tissues • Investigating samples and specimens


	<ul style="list-style-type: none"> • Patient investigations in healthcare science • Imaging investigations and diagnostics • Maintaining and preparing equipment for clinical use • Quality control in healthcare science • Personal management and development <p>All students will study the following:</p> <p>Interprofessional Context of Care</p> <ul style="list-style-type: none"> • The purpose of interprofessional / inter-agency collaboration • Professional identity and socialisation, issues of power and responsibility • The evidence base for interprofessional education. • Issues relating to equal opportunities / anti-oppressive practice. • Service user and carer’s perspectives on service provision. • Ethico-legal context of collaborative care. <p>Management and Teamwork.</p> <ul style="list-style-type: none"> • Consideration of location, organisation and dynamics of teams. • Partnership / inter-agency involvement for effective team work <p>Communication</p> <ul style="list-style-type: none"> • Communication processes within groups – barriers and facilitators. Inter-agency networking – identifying core skills <p><i>Information and Communication Technology</i></p> <ul style="list-style-type: none"> • E-submission • E-communication • Management of information sources (databases / references etc) <p>Reflection</p> <ul style="list-style-type: none"> • Reflection on and within interprofessional practice • Reflection on and within interprofessional education
Contact Hours	<p>Component A As a Professional Practice module, the training for and assessment of professional competencies is undertaken outside the University in a professional setting, combining practice with related study. Assessment of competence in professional practice must involve an appropriately qualified practitioner.</p> <p>Component B Students are required to attend two IP conference days, as well as work on-line in groups for a six week period. The conference days “book-end” the on-line activities and collectively the module focuses on the dynamics and nature of IP collaboration within interprofessional and intra-agency health and social care.</p> <p>The opportunity for discussion within the study group continues during the on-line period. During that time, study groups will be asked to consider and discuss certain trigger topics based around the module learning outcomes.</p> <p>Each student is required to contribute to the on-line discussions within their group each week. It is up to the student to decide when and how long he / she will spend on-line. It is anticipated however, that each student will spend the equivalent of one study day per week (researching / reading / commenting) undertaking work towards this module. It will not necessarily be possible for every student in each study group to be on-line at the same time so a culmination of views and comments will build up each week. The asynchronous online activities will be moderated by an academic.</p>
Teaching and Learning Methods	In order to achieve its main purpose this module therefore uses a variety of teaching and learning methods and approaches.

	<p>Professional competencies will be taught through “on the job” workbased training.</p> <p>Inter-professional enquiry based learning will be supported by various teaching methods – including attendance at an IP conference, simulation of scenarios through ICT based platforms (e.g. 2nd Life) and online discussion boards. Students will be able to access fixed resources e.g. library and ICT resources together with lecturer facilitation and support.</p> <p>Those learning outcomes not individually mapped to the module assessment will be assessed formatively within the module delivery</p> <p>One of the key approaches is enquiry based learning (EBL). The EBL method has been chosen not only to assist students to meet the subject-based learning outcomes for the module but also to help foster transferable teamwork skills essential to the application and implementation of collaborative approaches to care in practice settings.</p> <p>More recently, with the rise of social networking and media sites, Higher Education Insitutions (HEIs) have begun to explore more fully the power of learning constructed within defined social groups, As with most of UWE modules this module uses Blackboard as the on-line platform to support module materials etc. Within Blackboard for this module there will be a number of forums / discussion groups available for students to contribute to. These will include small IP groups (derived from the first conference day) where the majority of the group discussion and group exercises will occur.</p> <p>Another key aspect to this module is blended learning. That is, some of the learning originates and is generated from what might be called traditional “classroom” settings (or in the case of this module, two conference days) and other learning is achieved by using a variety of on-line interaction. It is vital that students participate in the on-line activities within Blackboard to maximize their learning (for the reasons given above). Further information regarding the exercises groups will undertake will be given at the first conference day and also within Blackboard.</p> <p>Scheduled learning includes attendance at the two IP conference days, synchronous online, collaborative group work which may be timetabled on a weekly basis and participation in asynchronous online activities. The latter are more akin to a discussion board where input is less regular and therefore more likely to be done at home or in a protected learning time in the work place where a specific task is not timetabled, but is moderated by an academic.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.</p> <p>Work based learning: Work based skills will be gained during on the job training which will be based on the appropriate professional competencies. 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.</p>
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.

Key Information Set - Module data

Number of credits for this module

30

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	228	0	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:	
Practical competency assessment	P/F
Coursework assessment percentage	100%
Practical exam assessment percentage	0%
	100%

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.

A detailed reading list will be made available through relevant channels, e.g. module handbooks, Blackboard, etc.

Indicative Reading List

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. Current

advice on additional reading will be available via the module guide or Blackboard pages.

There is one **key text** recommended for purchase for this module:

Pollard, KC., Thomas, J. and Miers, M., eds. (2010) *Understanding Interprofessional Working in Health and Social Care: Theory and Practice*. London: Palgrave Macmillan.

Other suggested texts include:

Barrett G., Sellman D., and Thomas J. (Eds) (2005) *Interprofessional Working in Health and Social Care: professional perspectives*. Basingstoke: Palgrave Publishing

and the following which is available electronically via the Library catalogue:

Meads, G. (2005) *The case for interprofessional collaboration in health and social care*. Oxford: Blackwell.

The electronic journal [Journal of Interprofessional Care](#) is an important resource and you will be expected to consult this on a regular basis throughout the module. It is available via the Library catalogue.

Part 3: Assessment

<p>Assessment Strategy</p>	<p>Component A</p> <p>The professional competencies will be assessed in accordance with the requirements for and Apprenticeship Technical Certificate and will include evidence collected from:</p> <p>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.</p> <p>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.</p> <p>Mini Clinical Examinations (mini-Cex) where relevant. 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.)</p> <p>Professional competencies will be evidenced in a Competency Portfolio.</p> <p>Component B</p> <p>The Inter-professional enquiry based learning will be assessed through an individual reflective self-appraisal project.</p> <p>The assignment is to be presented in three sections</p> <ul style="list-style-type: none"> • A reflective account of the student's personal learning regarding interprofessional practice that has been informed during the module • A reflection on their experiences of working within a team on-line • An action plan for their future interprofessional practice based on their personal learning
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	<p>All work is marked in line with the Department's Generic Assessment Criteria and conforms to university policies for the setting, collection, marking and return of student work. Where an individual piece of work has specific assessment criteria, this is supplied to the students when the work is set.</p> <p>This assessment strategy has been designed following best practice on effective assessment from JISC (http://www.jisc.ac.uk/whatwedo/programmes/elearning/assessment/digiassess.aspx) and The Open University's Centre for Excellence in Teaching and Learning (http://www.open.ac.uk/opencetl/centre-open-learning-mathematics-science-computing-and-technology/activities-projects/e-assessment-learning-the-interactive-comp).</p> <p>Technical design and deployment of the activities will also follow best practice developed at UWE by the Education Innovation Centre in collaboration with academic colleagues across the university. Staff guidance and support are already in place (http://info.uwe.ac.uk/online/Blackboard/staff/guides/summative-assessments.asp).</p>
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Identify final assessment component and element			
% weighting between components A and B (Standard modules only)		A:	B:
		P/F	100
First Sit			
Component A (controlled conditions) Description of each element		Element weighting (as % of component)	
1. Competency portfolio		P/F	
Component B Description of each element		Element weighting (as % of component)	
1. Project analysing a contemporary aspect of interprofessional / inter-agency collaboration (2400 words)		100%	

Resit (further attendance at taught classes is not required)			
Component A (controlled conditions) Description of each element		Element weighting (as % of component)	
1. Competency portfolio		P/F	
Component B Description of each element		Element weighting (as % of component)	
1. Project analysing a contemporary aspect of interprofessional / inter-agency collaboration (2400 words)		100%	
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>			