MODULE SPECIFICATION

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<tr><td colspan="4" align="center">Part 1: Information</td></tr>
<tr><td>Module Title</td><td colspan="3">Professional Aspects of Healthcare Science</td></tr>
<tr><td>Module Code</td><td>USSJTC-30-2</td><td>Level</td><td>2</td></tr>
<tr><td>For implementation from</td><td colspan="3">September 2019</td></tr>
<tr><td>UWE Credit Rating</td><td>30</td><td>ECTS Credit Rating</td><td>15</td></tr>
<tr><td>Faculty</td><td>Health and Applied Sciences</td><td>Field</td><td>Applied Sciences</td></tr>
<tr><td>Department</td><td colspan="3">Applied Sciences</td></tr>
<tr><td>Contributes towards</td><td colspan="3">FdSc Healthcare Science (all pathways)
Co-taught with BSc (Hons) Healthcare Science (Life Science) (Physiological Sciences)(Clinical Engineering) (Medical Physics)</td></tr>
<tr><td>Module type:</td><td colspan="3">Professional Practice</td></tr>
<tr><td>Pre-requisites</td><td colspan="3">USSJT6-30-1 Principles in Healthcare Science</td></tr>
<tr><td>Excluded Combinations</td><td colspan="3">None</td></tr>
<tr><td>Co- requisites</td><td colspan="3">None</td></tr>
<tr><td>Module Entry requirements</td><td colspan="3">N/A</td></tr>
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Part 2: Description

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 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.

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.

In order to achieve its main purpose this module therefore uses a variety of teaching and learning methods and approaches. Professional competencies will be taught through "on the job" workbased training. Interprofessional enquiry based learning will be supported by various teaching methods – including attendance at an IP conference, simulation of scenarios through ICT based platforms and online discussion boards.
Students will be able to access fixed resources e.g. library and ICT resources together with lecturer facilitation and support.

Those learning outcomes not individually mapped to the module coursework assessment will be assessed as part of the portfolio (s) completion.

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.

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.

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:

- 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
- 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

All students will study the following:

Interprofessional Context of Care
- 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.

Management and Teamwork.
- Consideration of location, organisation and dynamics of teams.
- Partnership / inter-agency involvement for effective team work

Communication
- Communication processes within groups – barriers and facilitators.
  Inter-agency networking – identifying core skills

Information and Communication Technology
- E-submission
- E-communication
- Management of information sources (databases / references etc)

Reflection
- Reflection on and within interprofessional practice
- Reflection on and within interprofessional education

Part 3: Assessment: Strategy and Details

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 and is evidenced in a competency portfolio.

Component B

Students are required to attend two Interprofessional conference days. The conference days "book-end" the on-line activities and collectively the module focuses on the dynamics and nature of collaboration within interprofessional and intra-agency health and social care. Component B is based upon a reflection on the keynote topic of this conference and the production of a patient leaflet. Students also undertake a case study of a multi-disciplinary team meeting (separate from the conference).

Identify final timetabled piece of assessment (component and element)	Component A	
	A:	**B:**
% weighting between components A and B (Standard modules only)		

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.Written Reflection of Keynote Topic (1500 words)	34%
2. Production of a Patient Leaflet (no more than 4 sides of A4 equivalent)	33%
3. Case Study Write-up of a Multi-Disciplinary Team meeting (1000 words)	33%
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. A reflection on the keynote topic and interviews with individuals from 5 different departments in your placement about the keynote topic (1500).	34%
2. A reflection on your role and your departments role in patient care using patient story resources (1000 words)	33%
3. Case Study Write-up of a Multi-Disciplinary Team meeting (1000 words)	33%

Part 4: Learning Outcomes & KIS Data	
Learning Outcomes	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 Knowledge and understanding • 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] [B3]

	• 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] Associated Personal Qualities and Behaviours (Professionalism) • 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 [A1, B3] • Reflect and review own practice to continuously improve personal performance. [A1, B2, B3] • 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] Intellectual skills • Discuss the value of service user and carer involvement / participation within the provision of services [B1, B2, B3] • 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] Subject, Professional and Practice 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 [A1] • Apply ethical principles to personal conduct and interprofessional / inter-agency practice [B1] Transferable skills • Reflect upon own professional development and interprofessional collaboration [B1, B2] • Reflect on own learning experiences [B2, B3] • Explore a variety of strategies, which enable the individual to communicate effectively concerning patients and their carers [A1]
Key Information Sets Information (KIS)	**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. **Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. **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.

Contact Hours	**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		300	✓

Total Assessment	The table below indicates as a percentage the total assessment of the module which constitutes a; **Written Exam**: Unseen or open book written exam **Coursework**: Written assignment or essay, report, dissertation, portfolio, project or in class test **Practical Exam**: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)

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

Reading List	https://rl.talis.com/3/uwe/lists/5CE3C38E-0AE4-518C-562F-793061F15592.html?lang=en-GB&login=1

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First CAP Approval Date	2/6/2015				6
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