



Module Specification

Professional Aspects of Healthcare Science

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Contents

Module Specification	1
Part 1: Information	2
Part 2: Description	2
Part 3: Teaching and learning methods	4
Part 4: Assessment.....	6
Part 5: Contributes towards	9

Part 1: Information

Module title: Professional Aspects of Healthcare Science

Module code: USSJTC-30-2

Level: Level 5

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Health & Applied Sciences

Department: HAS Dept of Applied Sciences

Partner institutions: None

Field: Applied Sciences

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: 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.

Features: Not applicable

Educational aims: This module 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.

Outline syllabus: 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

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: Teaching and learning methods

Teaching and learning methods: 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.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Demonstrate knowledge, understanding and confidence in application of the core skills, including communication skills, management and quality assurance

MO2 Apply scientific and clinical principles from academic modules to practice

MO3 Identify the interaction of Healthcare Science professions, including cross-division and cross specialism, and how this assists with patient involvement and care

MO4 Outline the policy context (political, social, professional) that advocates interprofessional / inter-agency collaboration

MO5 Discuss the legal and ethical boundaries of the healthcare science profession

MO6 Discuss the value of service user and carer involvement / participation within the provision of services

MO7 Discuss alternative philosophies / value systems / beliefs that underpin different occupational / professional roles

MO8 Discuss the distinct contribution of different service providers / agencies (state, private, informal, voluntary) to collaborative working

MO9 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

MO10 Reflect and review own practice to continuously improve personal performance.

MO11 Consistently operate within sphere of personal competence and level of authority while managing personal workload and objectives to achieve quality of care

MO12 Actively seek accurate and validated information from all available sources to assist with judgements and decision making

MO13 Contribute to and co-operate with multi-disciplinary teams

MO14 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

MO15 Apply ethical principles to personal conduct and interprofessional / inter-agency practice

MO16 Reflect upon own professional development and interprofessional collaboration

MO17 Reflect on own learning experiences

MO18 Explore a variety of strategies, which enable the individual to communicate effectively concerning patients and their carers

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/ussjtc-30-2.html) via the following link <https://uwe.rl.talis.com/modules/ussjtc-30-2.html>

Part 4: Assessment

Assessment strategy: Assessment 1: Report

The Inter-professional enquiry based learning will be assessed through an individual reflective self-appraisal project.

The assignment is to be presented in three sections

1. A reflective account of the apprentice's personal learning regarding interprofessional practice that has been informed during the module
2. A reflection on their experiences of working within a team
3. An action plan for their future inter-professional practice based on their personal learning

Assessment 2: Portfolio

The professional competencies will be assessed in accordance with the requirements for and Apprenticeship Technical Certificate and will include evidence collected from e.g.:

Direct Observation of Practical Skills (DOPS); the observation and evaluation of a procedural/technical or practical skill performed by an apprentice in a live environment.

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 apprentices to discuss why they acted as they did. CBDs are used throughout training and should encourage a reflective approach to learning.

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 apprentices 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.)

Professional competencies will be evidenced in a Competency Portfolio.

Assessment tasks:

Report (First Sit)

Description: Project analysing a contemporary aspect of interprofessional / inter-agency collaboration (2400 words)

Weighting: 100 %

Final assessment: No

Group work: No

Learning outcomes tested: MO10, MO13, MO15, MO16, MO17, MO3, MO4, MO6, MO7, MO8, MO9

Portfolio (First Sit)

Description: Competency portfolio (pass/fail)

Weighting:

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO10, MO11, MO12, MO14, MO18, MO2, MO5, MO9

Report (Resit)

Description: Project analysing a contemporary aspect of interprofessional / inter-agency collaboration (2400 words)

Weighting: 100 %

Final assessment: No

Group work: No

Learning outcomes tested: MO10, MO13, MO15, MO16, MO17, MO3, MO4, MO6, MO7, MO8, MO9

Portfolio (Resit)

Description: Competency portfolio (pass/fail)

Weighting:

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO10, MO11, MO12, MO14, MO18, MO2, MO5, MO9

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Healthcare Science (Radiation Physics) {Apprenticeship-UWE} [Frenchay] BSc (Hons) 2022-23

Healthcare Science (Neurophysiology) {Apprenticeship-UWE} [Frenchay] BSc (Hons) 2022-23

Healthcare Science (Respiratory & Sleep Physiology) {Apprenticeship-UWE} [Frenchay] BSc (Hons) 2022-23

Healthcare Science (Cardiac Physiology) {Apprenticeship-UWE} [Frenchay] BSc (Hons) 2022-23

Healthcare Science (Radiation Engineering) {Apprenticeship-UWE} [Frenchay] BSc (Hons) 2022-23

Healthcare Science (Rehabilitation Engineering) {Apprenticeship-UWE} [Frenchay] BSc (Hons) 2022-23

Healthcare Science (Medical Engineering) {Apprenticeship-UWE} [Frenchay] BSc (Hons) 2022-23

Healthcare Science (Renal Technology) {Apprenticeship-UWE} [Frenchay] BSc (Hons) 2022-23

Healthcare Science (Radiotherapy Physics) {Apprenticeship-UWE} [Frenchay] BSc (Hons) 2022-23

Healthcare Science (Nuclear Medicine) {Apprenticeship-UWE} [Frenchay] BSc (Hons) 2022-23