



**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Professional Development and Employability				
Module Code	UZYSXR-15-3	Level	3	Version	1
Owning Faculty	Health and Applied Sciences	Field	Allied Health Professions		
Contributes towards	BSc (Hons) Diagnostic Imaging				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	UZYRKD-40-3		Module Entry requirements	N/A	
Valid From	September 2015		Valid to	September 2021	

<b>CAP Approval Date</b>	30 April 2015
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Discuss the ethical issues related to professional practice, role extension and continuous professional development (CPD). (Component A )</li> <li>2. Explore the opportunities and challenges of changing healthcare for the radiographer, showing an understanding of the role of audit, governance and service improvement initiatives in relation to the quality assurance process (component A)</li> <li>3. Reflect on how radiographers develop personal transferable skills to enhance their future roles and responsibilities of the profession as expressed in the current Code of Professional Conduct ( HCPC and SCoR) (Component A)</li> <li>4. Critically evaluate and reflect on the contribution of professional / non-professional groups within the context of interprofessional / inter-agency practice (Component A)</li> <li>5. Use IT effectively for the development of an oral presentation (Component A)</li> </ol>
Syllabus Outline	<p style="text-align: center;"><u>Management and leadership</u></p> <ul style="list-style-type: none"> <li>• Changing landscape of service provision and current drivers</li> <li>• Clinical Governance &amp; Audit</li> </ul>

	<p style="text-align: center;"><u>Radiographer role</u></p> <ul style="list-style-type: none"> <li>• Existing role and role extension</li> <li>• Continuing professional development.</li> <li>• Preparing for employment</li> <li>• Reflective practitioner</li> <li>• Participation in training, supervision, and mentoring</li> </ul> <p style="text-align: center;"><u>Interprofessional and team working</u></p> <ul style="list-style-type: none"> <li>• Reflection on personal and professional development.</li> <li>• The importance of the role of the radiographer in IP collaboration and team working.</li> </ul> <p><u>Careers</u></p> <p>Information provision on the areas below, and the opportunity for individuals to identify future actions required for following their chosen career path.</p> <ul style="list-style-type: none"> <li>• NHS posts - permanent/fixed term, rotations, bank/agency, assistant posts.</li> <li>• Education/Research</li> <li>• Private Practice</li> <li>• Forces</li> <li>• Working abroad</li> </ul> <p style="text-align: center;"><u>Presentation of information</u></p> <ul style="list-style-type: none"> <li>• Electronic presentation skills.</li> <li>• Communication skills</li> </ul>
Contact Hours	36 hours of contact time in the form of lectures and seminar groups.
Teaching and Learning Methods	<p><b>Scheduled learning</b> includes lectures, vodcasts, seminars, tutorials.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, presentation preparation completion of proformas linking with each topic delivered. Some proformas will need to be prepared before the relevant day, others will be completed during the day. Collection of information whilst on Level 3 placements will also be required to support discussion during the module.</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

15

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	36	114		150



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

**Practical Exam:** Oral presentation,

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	0%
Practical exam assessment percentage	100%
	100%

**Reading Strategy**

**Core reading**

It is essential that students read one of the many texts on inter-professional and team working and management and leadership available through the Library. Module handbooks will also reflect the range of reading to be carried out.

**Further reading**

Students are expected to identify all other reading relevant to their professional role and reflective practice for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full-text databases, and Internet resources. Many resources can be accessed remotely.

**Access and skills**

The development of literature searching skills is supported by a Library seminar provided within the first semester. These level three skills will build upon skills gained by the student whilst studying at levels one and two. Additional support is available through the library web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library

Indicative Reading List	<p>Indicative reading list</p> <p>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. Due to the contemporary nature of this module, the most up to date sources of information are required. Therefore, students are provided with all the essential and recommended reading information electronically via the electronic learning environment (BlackBoard), including direct links to relevant information sources. Department of Health (2013) The NHS Outcomes Framework 2014/15. Available from:</p> <ul style="list-style-type: none"> <li>• Department of Health (2013) The NHS Outcomes Framework 2014/15. Available from: <a href="https://www.gov.uk/government/publications/nhs-outcomes-framework-2014-to-2015">https://www.gov.uk/government/publications/nhs-outcomes-framework-2014-to-2015</a> [accessed 20/2/2015]</li> <li>• Department of Health (2014) Hard Truths: the journey to putting patients first Vol. 1 &amp; 2 Available from: <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270368/34658_Cm_8777_Vol_1_accessible.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270368/34658_Cm_8777_Vol_1_accessible.pdf</a> [accessed 20/2/2015]</li> <li>• Health Education England (2013) Investing in People for Health and Healthcare. Workforce Plan for England 2014/15 Available from: <a href="http://nwl.hee.nhs.uk/files/2014/04/HEE-Workforce-plan-14-15.pdf">http://nwl.hee.nhs.uk/files/2014/04/HEE-Workforce-plan-14-15.pdf</a> [accessed 20/2/2015]</li> <li>• Keogh (2013) Review into the quality of care and treatment provided by 14 hospital trusts in England: overview report. Available from: <a href="http://www.nhs.uk/nhsengland/bruce-keogh-review/documents/outcomes/keogh-review-final-report.pdf">http://www.nhs.uk/nhsengland/bruce-keogh-review/documents/outcomes/keogh-review-final-report.pdf</a> [accessed 20/2/2015]</li> <li>• NHS England (2013) Everyone Counts: planning for patients 2014/15 to 2018/19 Available from: <a href="http://www.england.nhs.uk/wp-content/uploads/2013/12/5yr-strat-plann-guid-wa.pdf">http://www.england.nhs.uk/wp-content/uploads/2013/12/5yr-strat-plann-guid-wa.pdf</a> [accessed 20/2/2015]</li> <li>• NHS England (2013) The NHS belongs to the people: a call to action. Available from: <a href="http://www.england.nhs.uk/2013/07/11/call-to-action/">http://www.england.nhs.uk/2013/07/11/call-to-action/</a> [accessed 20/2/2015]</li> </ul>
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Part 3: Assessment	
Assessment Strategy	Oral presentation-This format of assessment enables the student to present and be questioned on their critical reflections on their progress in the degree and also their career and CPD aspirations. It is an excellent preparation for an interview and enhances their employability.

Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b> <b>100</b>	<b>B:</b>

<b>First Sit</b>	
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b>
1.Oral presentation 15 minutes	100%

<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b>
1. Oral presentation 15 minutes	100%
<p>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.</p>	