

**MODULE SPECIFICATION**

Part 1: Information			
Module Title	Professional Aspects of Life Sciences		
Module Code	USSKDN-15-2	Level	2
For implementation from	September 2017		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Health and Applied Sciences	Field	Applied Sciences
Department	Applied Sciences		
Contributes towards	BSc (Hons) Healthcare Science (Life Science)		
Module type:	Professional Practice		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<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 and placement but has the flexibility to for the identification of role specific competencies depending on where the student is placed.</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 interprofessional 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 work based learning content/competencies will be relevant to the role of the individual student within their workplace/placement and linked to the appropriate learning packages.</p> <ul style="list-style-type: none"> <li>• All pathways - Practitioner Training Programme (PTP) Training Manual</li> <li>• Life Sciences pathways - Institute of Biomedical Science (IBMS) Registration Training Portfolio</li> </ul> <p>Students will perform basic techniques within their sphere of personal competence. This may include the topic areas:</p> <ul style="list-style-type: none"> <li>• Administration, records and data</li> <li>• Preparing the healthcare science environment</li> <li>• Supporting a safe working environment</li> <li>• Recording and reporting clinical data</li> </ul>

- 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

Inter-professional enquiry based learning will be supported by various teaching methods – including attendance at the conference days 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 assessment will be assessed formatively within the module delivery

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.

More recently, with the rise of social networking and media sites, Higher Education Institutions (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. Students will be encouraged to use these in addition to their reflections and discussions at the conference day where the majority of the group discussion and group reflection on interprofessional working will occur.

### Part 3: Assessment

#### Component A

Professional competencies will assessed in accordance with the portfolios:

- All pathways - PTP Training Manual

- Life Sciences pathways - IBMS Registration Training Portfolio

Example types of evidence which will be collected from include:

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.

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.

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.)

### Component B

The Inter-professional enquiry based learning will be assessed through an individual reflective practice and a communication with patients and carers and other professionals (service users).

The assignment is to be presented in three sections

- A reflective account of the keynote speaker and discussions at the first conference day
- Production of a leaflet for service users on a test or procedure used in the students placement. Students will receive feedback on their draft leaflet from service users to improve for final submission. Along side this students will be asked to submit a short reflection on their interaction with service users.
- A case study write up of a multi-disciplinary team meeting.

All work is marked in line with the Faculty 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.

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>).

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>).

Identify final timetabled piece of assessment (component and element)	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
<b>First Sit</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Practice Based Portfolio	P/F	

<b>Component B</b>		<b>Element weighting</b>
<b>Description of each element</b>		<b>(as % of component)</b>
1. Written Reflection of Keynote Topic 1500 words		34%
2. Production of a Patient Leaflet		33%
3. Case Study Write-up of a Multi-Disciplinary Team meeting 1000 words		33%
<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A (controlled conditions)</b>		<b>Element weighting</b>
<b>Description of each element</b>		<b>(as % of component)</b>
1. Practice Based Portfolio		P/F
<b>Component B</b>		<b>Element weighting</b>
<b>Description of each element</b>		<b>(as % of component)</b>
1. A reflection on the keynote speaker and interviews from individuals from 5 different departments about the keynote topic 2000 words		50%
2. A case study write up of a Multi-Disciplinary Team meeting 2000 words		50%
<b>Part 4: Teaching and Learning Methods</b>		
<b>Learning Outcomes</b>	<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><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge, understanding and confidence in application of the core skills, including communication skills, management and quality assurance [A1]</li> <li>• Apply scientific and clinical principles from academic modules to practice [A1]</li> <li>• Identify the interaction of Healthcare Science professions, including cross-division and cross specialism, and how this assists with patient involvement and care [B1]</li> <li>• Outline the policy context (political, social, professional) that advocates interprofessional / inter-agency collaboration [B1]</li> <li>• Discuss the legal and ethical boundaries of the healthcare science profession [A1]</li> </ul> <p><b>Associated Personal Qualities and Behaviours (Professionalism)</b></p> <ul style="list-style-type: none"> <li>• 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]</li> <li>• Reflect and review own practice to continuously improve personal performance. [A1, B2]</li> <li>• Consistently operate within sphere of personal competence and level of authority while managing personal workload and objectives to achieve quality of care [A1]</li> <li>• Actively seek accurate and validated information from all available sources to assist with judgements and decision making [A1]</li> <li>• Contribute to and co-operate with multi-disciplinary teams [B1]</li> </ul> <p><b>Intellectual skills</b></p> <ul style="list-style-type: none"> <li>• Discuss the value of service user and carer involvement / participation within the</li> </ul>	



*Working in Health and Social Care: Theory and Practice*. London: Palgrave Macmillan.

Other suggested texts include:

**Thomas, J., Pollard, K., and Sellman, D.** (Eds) (2014) *Interprofessional Working in Health and Social Care: professional perspectives*. 2nd ed. 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.

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