

MODULE SPECIFICATION FORM

| | | |
|--|----------|------------------|
| Module Title: The Developing Practitioner Through Practice Based Learning (1) | Level: 4 | Credit Value: 40 |
|--|----------|------------------|

| | | |
|---------------------|-------------------|------------------|
| Module code: HLT405 | Cost Centre: GANG | JACS3 code: B900 |
|---------------------|-------------------|------------------|

| | |
|--|----------------------------------|
| Trimester(s) in which to be offered: 1-3 | With effect from: September 2013 |
|--|----------------------------------|

| | |
|---|--|
| Office use only: To be completed by AQSU: | Date approved: August 2013 Date revised: - Version no: 1 |
|---|--|

| | |
|-------------------|--|
| Existing/New: New | Title of module being replaced (if any): |
|-------------------|--|

| | |
|--|---------------------------------|
| Originating Academic Department: Health Sciences | Module Leader: Bernadette Evans |
|--|---------------------------------|

| | |
|---|--|
| Module duration (total hours) 400 hrs Scheduled learning & teaching hours: 100 hrs Independent study hours: 300 hrs | Status: core/option/elective Core (identify programme where appropriate): r |
|---|--|

| | |
|---|--|
| Programme(s) in which to be offered: FdA Healthcare Practice for Assistant Practitioners | Pre-requisites per programme (between levels): None |
|---|--|

Expected Learning Outcomes

At the end of this module, students should be able to:

Knowledge and Understanding:

1. Recognise the need to practise professionally, reliably and safely in accordance with professional frameworks for Health Care Assistants
2. Demonstrate an understanding of the need for continuing personal and professional development through reflection and supervision
3. Demonstrate how a portfolio of practice/learning is developed and used as a tool to plan learning and career development
4. Deploy key techniques in health care competently, recognising one's own limitations and competence and seek advice when necessary

Transferable/Key Skills and other attributes:

- Information technology
- Problem solving
- Collaborative working.
- Reflection
- Numeracy
- Professional values
- Communication skills

NHS Knowledge Skills Framework (Core & Specific)

Communication

Personal & People Development

Health, Safety & Security

Quality

Equality & Diversity

General 1,2,5, 6 & 7

Information & Knowledge 1- 3

National Occupational Standards

SCDHSC0023/0033/0241/3121/00399/0437/0439

CFAMLB8

Assessment: please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). ***Details of indicative assessment tasks must be included.***

A portfolio of evidence to demonstrate the acquisition of key skills, knowledge and understanding underpinning effective professional practice within a health care setting and which demonstrates the student's ability to assess own learning needs and plan to achieve them. The portfolio will include:

A reflective log – the student will produce two 1500 word reflective accounts throughout the course of their practice based learning through using models of reflective learning to examine their own practice and professional development;

A 1000 word equivalent Professional Development Plan which identifies the students learning needs for level 4;

A Practice Based Learning mentors' report and signed achievement of clinical practice competencies & capabilities

| Assessment number | Learning Outcomes to be met | Type of assessment | Weighting | Duration (if exam) | Word count (or equivalent if appropriate) |
|-------------------|-----------------------------|--------------------|-----------|--------------------|---|
| 1 | 1,2,3 & 4 | Portfolio | 100% | | 4000 words |

Learning and Teaching Strategies:

The teaching and learning strategy will involve a range of approaches including online activities through Moodle. Lectures by subject specialist and visiting speakers, seminars, case studies, group discussions and tutorials will provide core knowledge and directed/self-directed study will be given to support learning. Students will be encouraged to individually and collectively reflect on practice and through this identify further individual learning needs.

In clinical practice an experiential strategy including observation, guided practice and observed independent practice will be used to meet the module outcomes.

Syllabus outline:

Study Skills (including finding & using evidence, referencing & academic writing) / Introduction to The Code of Conduct for Health Care Support Workers (for Wales & England) / Introduction to the National Minimum Training Standards for Healthcare Support Workers & Adult Social Care Workers in England / Producing a Portfolio of Learning (including self-assessment, learning plan & preparing a CV) / Introduction to Continual Professional Development / Introduction to accountability & responsibility / Competence & Individual Limitations / Self-awareness / Opportunity Awareness / Practising Reliably & Safely /Risk Assessment/ Collaborative Working / Reflection & Models of Reflection / *Fundamentals of Care (Ensuring Safety)*.

Bibliography

Essential reading:

Lloyd, M. and Murphy, P. (2008), *Essential Study Skills for Health and Social Care*. Exeter: Reflect Press Ltd.

Read, S. (2011), *Successful Professional Portfolios for Nursing Students*. Exeter: Learning Matters Ltd.

Indicative Reading:

British Journal of Healthcare Assistants