

MODULE SPECIFICATION PROFORMA

<b>Module Title:</b>	Critically Exploring Professional Practice in the Context of Health and Society	<b>Level:</b>	7	<b>Credit Value:</b>	20
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<b>Module code:</b>	NHS743	<b>Is this a new module?</b>	No	<b>Code of module being replaced:</b>	N/A
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<b>Cost Centre:</b>	GANG	<b>JACS3 code:</b>	B700
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<b>Semester(s) in which to be offered:</b>	1	<b>With effect from:</b>	April 19
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Diana Hughes Morris
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Scheduled learning and teaching hours	66 hrs
Guided independent study	134 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	200 hrs

<b>Programme(s) in which to be offered</b>	Core	Option
MSc Health Sciences (Healthcare Leadership, Public Health Practice, Community Health)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MSc / Postgraduate Diploma Primary Healthcare	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

<b>Pre-requisites</b>
None

Office use only

Initial approval August 13

APSC approval of modification: April 2019 (mod leader change only) Version 4

Have any derogations received SQC approval? Yes  No

Module Aims
<p>To enable critical examination of the self and professional practice, through the development of a professional biography To use the professional biography as a baseline for further personal and professional development and career planning</p> <p>This first module of the Masters programme is the foundation of the whole programme, as it will enable students to undertake a critical examination of self and professional practice within the context of health and society through the development of a professional biography. This will be used as a base line for further on going personal, professional and academic development, and subsequent career planning</p>

Intended Learning Outcomes
<p>Key skills for employability</p> <p>KS1 Written, oral and media communication skills KS2 Leadership, team working and networking skills KS3 Opportunity, creativity and problem solving skills KS4 Information technology skills and digital literacy KS5 Information management skills KS6 Research skills KS7 Intercultural and sustainability skills KS8 Career management skills KS9 Learning to learn (managing personal and professional development, self-management) KS10 Numeracy</p>

At the end of this module, students will be able to		Key Skills	
1	Critically discuss the nature of professional practice within the global health care context	KS1	KS2
		KS4	KS6
		KS7	
2	Critically explore values and beliefs underpinning the nature of professional health care practice	KS8	KS3
		KS9	
3	Develop a professional biography, with analysis of significant influences; drawing upon political, socio-economic, technological and other significant perspectives	KS3	KS7
		KS5	KS8
		KS9	KS10
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Analyse current personal and professional knowledge and skills and develop a coherent professional development plan to underpin future studies	KS6	KS8
	KS9	KS10
Transferable/key skills and other attributes		
<p>Communication skills: Verbal and non-verbal communication Development of academic writing skills commensurate with Level 7 studies, debate and critical exploration in the group context</p> <p>Numeracy Appreciation and calculation of statistical health data</p> <p>Managing own learning: Identification of learning needs with supervisors and peers Independent learning, time management, personal motivation, working with a variety of teaching and learning styles, problem solving, information searching and retrieval, interpretation and appraisal of information and evidence</p> <p>Working with others: Group work, group discussion Presentation skills, establishing peer support systems for learning and professional practice Respect for individual differences, critical debate</p>		
<b>Derogations</b>		
None		

<b>Assessment:</b>					
The assessment comprises of the construction of a professional biography detailed in a portfolio which considers the influential factors that have contributed to the students' current personal, professional, and academic position. It is reflective in nature as it requires students to evaluate past influences yet forward looking to strategically determine an individual pathway for future development					
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

<b>Learning and Teaching Strategies:</b>
There will be a focus upon student discussion, seminars and student presentations to enable the student to become acquainted with a wider range of teaching and learning strategies. Lectures will be kept to a minimum and will be used to give factual information. There will be emphasis upon the use of the virtual learning environment, active contribution to student blogs and the posting of resources for peer support and use.

<b>Syllabus outline:</b>
<p>Characteristics of professions and professional practice</p> <p>Comparison and contrast of professional values and beliefs about health care in the global context</p> <p>Professional practice in health care; critical review of informed consent, dignity, patient rights and autonomy</p> <p>Health care policy in the global context</p> <p>Factors influencing contemporary health care; political socio-economic, technological and other perspectives</p> <p>Analysis of future health care trends</p> <p>Comparison and contrast of factors influencing personal, professional and academic development and career progression</p> <p>Portfolios: planning and implementation</p> <p>Personal development and career planning – developing SMART objectives</p> <p>Critical self-assessment, skills and tools</p> <p>Writing styles for biographical narratives</p> <p>Presentation skills</p>

<b>Bibliography:</b>
<b>Essential reading</b>
Blaxter, M. (2e) (2010) <i>Health</i> . Cambridge. Polity Press.
Burkett, I. (2e) (2008) <i>Social Selves</i> . London. Sage Publications.
Casey, D, Clark, L. Hayes, S. (2013) <i>Study skills for masters level students; a reflective approach for health and social care</i> . Banbury. Lantern Publishing.
Dingwall, R, (2008) <i>Essays on Professions</i> : Aldershot: Aldgate.
McCormack, B., Mccance, T. (2016) <i>Person -Centred practice in nursing and healthcare: Theory and practice</i> . London. Sage.
www.icn.ch/ www.oecd.org/ www.ilo.org/ www.who.int/
<b>Other indicative reading</b>
Brazier, M., Cave, E. (5e) (2011) <i>Medicine, patients and the law</i> . London. Penguin Books.
Edwards, S.D. (2009) (2e) <i>Nursing ethics: A principle based approach</i> . Basingstoke. MacMillan.
Freshwater, D. (2002) <i>Therapeutic nursing: Improving patient care through self-awareness and reflection</i> . London. Sage Publications.

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