

MODULE SPECIFICATION FORM

Module Title: Personal and Professional Development through Work Based Learning (1)	Level: 4	Credit Value: 40
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Module code: SOC424	Cost Centre: GAYC	JACS2 code: L510
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Trimester(s) in which to be offered: 1 & 2	With effect from: September 2016
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<i>Office use only:</i> To be completed by AQSU:	Date approved: September 2013 Date revised: August 2016 Version no: 2
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Existing/New: New	Title of module being replaced (if any): N/A
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Originating Department: Health Sciences and Applied Social Sciences	Module Leader: Justine Mason
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Module duration (hours) 400	Status: Core module
Scheduled learning & teaching hours 30	Foundation Degree in Health & Social Care
Independent study + WBL 370	
Directed Study	

Percentage taught by Departments other than originating Departments (please name other Departments)	: N/A
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Programme(s) in which to be offered: FdA Health & Social Care	Pre-requisites per programme
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Module Aims:

1. To introduce students to personal and professional development planning
2. To provide opportunities for students to develop their understanding of key theoretical concepts through application in a practice based setting
3. To support students to implement personal and professional development plans within their work place setting

Expected Learning Outcomes

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

Knowledge and Understanding:

1. Identify and explore key theoretical frameworks and current evidence that inform the issues and problems encountered within everyday practice.
2. Identify own learning style, its impact on the development of personal and professional action plans and identify then use reflective learning cycles to assess own learning and practice
3. Demonstrate study skills through the ability to access texts and papers and assess their relevance to practice.
4. Explore the concepts of self awareness and emotional intelligence and their role in health and social care practice

Transferable/Key Skills and other attributes:

Communication skills, including verbal and written, active listening through debate and feedback

Strategies for managing own workloads

Working with others as individuals and within teams and small groups

Observe, record and account for practice outcomes

An awareness of ethical dilemmas

Assessment:

An electronic portfolio of evidence to demonstrate the acquisition of key skills, knowledge and understanding underpinning effective professional practice in a Health & Social Care setting and which demonstrates the student's ability to assess own learning needs and plan to achieve them. This document will include:

- 2 reflective accounts relating to the student's WBL (2,500 words total)
- Work Based Learning Facilitator's checklist report
- Signed timesheet to evidence 125 hours of work based learning and the achievement in practice.
- SWOT analysis (formative assessment)
- Learning styles questionnaire and accompanying action plan (formative assessment)
- Professional Development Plan (PDP) (1000 word equivalent)
- A reflective assignment relating to the student's self awareness and emotional intelligence (1,500 words)

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%		5,000

Learning and Teaching Strategies:

Work based W.B.L, Lectures, student led seminars and tutorials.

Syllabus outline:

1. Study skills, including finding and using evidence, referencing and acknowledging sources, academic writing
2. Preparation for & support in identifying appropriate work based learning opportunities aligned to career development planning.
3. Exploring reflective learning models, learning styles and applying the personal and professional development planning process.
4. Developing Knowledge & understanding in a work based setting
5. Emotional intelligence, self-awareness, resilience, Johari window
6. Ethical dilemmas and ways of knowing

Bibliography**Essential reading:**

Bassot, Barbara (2013) *The Reflective Journal* New York: Palgrave Macmillan

Craig, C (2009) *Study skills for health and social care students* London: Sage

Jackson, C and Thurgate, C (eds) (2011) *Workplace learning in health and social care* Maidenhead: McGraw-Hill

Tilmouth T, Davies-Ward E & Williams B (2011) *Foundation Degree in Health and Social Care*. Abingdon: Hodder Education.

Other reading:

Carnwell, R and J, Buchanan (2005) *Effective practice in health & social care. A partnership approach*. Berkshire, Open University Press

McSherry R & Warr J. (2008). *An introduction to excellence in practice development in health and social care*. Open University Press. England.