

MODULE SPECIFICATION FORM

Module Title:	Personal and Professional Development through Work Based Learning (2)	Level: 5	Credit Value: 40
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Module code:	SOC527	Cost Centre:	GASW	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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Office use only: To be completed by AQSU:	Date approved:	September 2013
	Date revised:	July 2016
	Version no:	2

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: Foundation Degree in Health & Social Care Core module
Scheduled learning & teaching hours	30	
Independent study + WBL hours	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 develop students' ability to undertake personal development planning and demonstrate advancement of learning in a professional profile. This will include:
 - i. Providing opportunities to draw upon key areas of health and social care practice and identify the relevant scope of learning needs in order to develop a personal learning programme that students use to reflexively apply theory to their area of practice;
 - ii. the development of action plans to meet those needs
 - iii. the implementation of the personal development plan within the work place setting using a variety of approaches;
 - iv. Critical demonstration of the development and enhancement of their knowledge and skills through a range of evidence presented in a practice-related portfolio
2. To support students to implement their personal development plans within their work place setting using a variety of approaches.

Expected Learning Outcomes

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

Knowledge and Understanding:

1. Review and evaluate personal learning styles identified at level four and identify strategies to develop learning that take account of these styles.
2. Manage own learning by devising pertinent action plans and work towards achieving personal and professional goals.
3. Demonstrate the ability to find and synthesise evidence to inform health and social care practice.
4. Produce a reflective evaluation of professional practice and communication in health and social care and the application of the current evidence base used to inform decisions about practice.
5. Demonstrate, within their practice, how personal understanding and knowledge are important for the development of good practice in a multi-disciplinary health and social care setting.

Transferable/Key Skills and other attributes:

Managing own learning

Demonstrate application of the PDP cycle, and devise action plans.

Working with others

Communication skills with individuals and groups

Recognise individual values and beliefs and their impact within group work and professional practice.

Critical Interpretation, analysis and evaluation of theoretical concepts

Use of a range of tools to appraise written information and evidence.

Critically engage in class debate and feedback.

Proficient use of IT and other methods to engage, support and develop effective learning

Assessment:

An electronic portfolio of evidence to demonstrate the development of the key skills, knowledge and understanding that underpin effective professional practice in order to improve interventions and the quality of service user care.

This document will include:

- A 2000 word reflective self-evaluation of the student's professional learning journey to date
- A personal action plan for continued professional development addressing personal and professional developmental needs identified along the learning journey.
- A 3000 word reflective journal through which the student analyses and evaluates their practice experience against the current knowledge and evidence base.
- An agreed Work Based Learning Facilitator's checklist / report to evidence the achievement of the learning outcomes.
- A timesheet, signed by the Facilitator, to evidence 125 hours of Work Based Learning.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	LOs 1-5	Portfolio	100%		5,000 Total

Learning and Teaching Strategies:

Lectures, student led seminars and tutorials.

Syllabus outline:

Advancing professional values and personal learning styles.

Finding, critiquing and using evidence relating to health and social care policy and practice.

Critical reflection

Applying the personal development planning process -career research and planning, preparing a CV.

Self appraisal and evaluation using graduate attributes and sector skills competencies. .

Professional behaviour – behaviour in the workplace.

Bibliography

Essential reading:

Aveyard, H (2013) *A beginners guide to evidence based practice in health and social care professions* Maidenhead: Open University Press

Aveyard, H (2015) *A beginners guide to critical thinking and writing in health and social care* Maidenhead: Open University Press

Other reading:

Healey, J and Spencer, M (2008) *Surviving your Placement in Health & Social Care. A student handbook.* Open University Press. Berkshire.

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

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