

## Module specification

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Module Code	AHP403
Module Title	Foundations in Professional Practice 1
Level	4
Credit value	20
Faculty	FSLS
HECoS Code	100246
Cost Code	GATY, GAPT, AOD, APA

## Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BSc (Hons) Occupational Therapy	Core
BSc (Hons) Physiotherapy	Core
BSc (Hons) Operating Department Practice	Core
BSc (Hons) Paramedic Science	Core

## Pre-requisites

None

## Breakdown of module hours

Learning and teaching hours	36 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total active learning and teaching hours</b>	<b>36 hrs</b>
Placement / work based learning	0 hrs
Guided independent study	164 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>For office use only</b>	
Initial approval date	August 2022
With effect from date	September 2022
Date and details of revision	29/04/2024 – updated Indicative Assessment Task section, Syllabus Outline and Reading List.
Version number	2

## Module aims

To gain insight into self, and to appreciate the expectations regarding professional ethics and behaviour within an inter-professional context.

To support students to become reflective practitioners.

Develop practice of continuing personal and professional development and lifelong learning.

## Module Learning Outcomes - at the end of this module, students will be able to:

1	Demonstrate insight into personal values, attributes and behaviours and their alignment to ethical, professional, and regulatory standards.
2	Demonstrate reflective skills in a personal and professional context.
3	Identify the political, social, economic, and institutional factors that impact on practice.
4	Examine equality, diversity and allyship and its relevance to practice.

## Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Summative – Students will create and deliver a 20-minute group presentation in a style of their choice. The presentation will focus upon their personal and professional development and insights gained over the course of the module.

This will be a planned and structured opportunity for students to develop their collaboration and interpersonal skills during the assessment planning and delivery, a requirement for health and social care professionals.

Students will receive an individual grade based on their collaboration and contribution to each learning outcome.

Formative – the assessment groups will be established at the start of the module and the groups will be used throughout the teaching sessions to develop the collaborative working amongst the learners that is required for their summative assessment.



Each group will be assigned a lecturer as a Group Facilitator who will host group tutorials where an assessment contract will be created with the learners. This assessment contract will clearly define the expectations of participation for each student. The Group Facilitator will be the point of contact offering support and guidance for any group challenges that may present. Expectations on equal participation in the assessment planning and delivery will be set within the agreed contract.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2, 3, 4	Presentation	100

## Derogations

### **For BSc (Hons) Occupational Therapy, Paramedic Science, and Operating Department Practice students:**

All assessments must be successfully completed and a minimum pass mark of 40% must be achieved in all modules, therefore condonement is not permitted.

Students are permitted a third attempt at non placement modules but students who submit an assessment for the third time (in absence of extenuating circumstances) must engage fully with the module learning again in order to submit.

### **For BSc (Hons) Physiotherapy students:**

Students are permitted a maximum of two attempts in any module assessment. A minimum pass mark of 40% must be achieved in all modules, therefore condonement is not permitted.

## Learning and Teaching Strategies

This module combines a range of learning methods, reflecting the learning and teaching philosophy of the programme, to enable the student to achieve the learning outcomes. The focus is upon inter-professional learning, both with and from each other.

Methods utilised will include the following:

- Experiential and practical inter professional workshops.
- Keynote lectures.
- Inter professional tutorials and seminar group discussions.
- Peer led presentations.
- Reflection.
- Expert by experience narrative.

Module content will include pre-recorded asynchronous online content that will inform synchronous 'workshop' sessions. This will allow students time to reflect on and further develop their knowledge ahead of consolidating their learning through group discussion and discovery with their inter professional peers. Expert by experience participants will provide a key narrative and opportunity for reflection. Students will explore the development of professional identity underpinned with philosophies, values, and beliefs.

All learning and teaching is supported by the University's virtual learning environment, Moodle and students will be able to access clear and timely information to support delivery of content such as videos, links to internet information, open forums and pre-recorded lectures.



The University's Active Learning Framework (ALF) is embedded within the module to achieve optimal accessibility, inclusivity and flexibility in terms of how we teach, learn and assess in line with the principles of Universal Design for Learning (UDL). A learning blend is used that combines synchronous and asynchronous digitally-enabled learning with best use of online opportunities and on-campus spaces and facilities.

## Indicative Syllabus Outline

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- Values
- Behaviours
- Reflection
- Ethics
- Law
- Professionalism
- Regulatory standards
- Political factors
- Social factors
- Economic factors
- Institutional factors
- Health inequalities
- Equality, diversity, and inclusion
- Communication
- Person-centred care
- Professional identity
- Interprofessional care

## Indicative Bibliography:

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Please note the essential reads and other indicative reading are subject to annual review and update.

### Essential Reads

Health and Care Professions Council (HCPC). (2016) Guidance on Conduct and Ethics for Students. London: Health and Care Professions Council.

Health and Care Professions Council (HCPC). (2016) Standards of conduct, performance and ethics. London: Health and Care Professions Council.

### Other indicative reading

Thistlethwaite, J. & McKimm, J. (eds.) (2016) Health care professionalism at a glance. Chichester, West Sussex: Wiley Blackwell.

Avery, G. (2016) Law and ethics in nursing and healthcare : an introduction. Second edition. Los Angeles: SAGE.

McCormack, Brendan. (2017) Person-centred practice in nursing and health care : theory and practice. Second edition. Brendan McCormack & Tanya McCance (eds.). Chichester, West Sussex ; John Wiley & Sons Inc.

Brathwaite, B. (ed.) (2020) Diversity & cultural awareness in nursing practice. London: Learning Matters.

O'Toole, G. (2020) Communication : core interpersonal skills for health professionals. 4th edition. Chatswood, NSW: Elsevier.

