

## Module specification

When printed this becomes an uncontrolled document. Please access the **Module Directory** for the most up to date version by clicking on the following link: [Module directory](#)

Module Code	AHP602
Module Title	Transition into Professional Practice
Level	6
Credit value	20
Faculty	FSLS
HECoS Code	100246
Cost Code	GAPT, AOD, GATY

### 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

### Pre-requisites

None

### Breakdown of module hours

Learning and teaching hours	24 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>24 hrs</b>
Placement / work-based learning	0 hrs
Guided independent study	176 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>For office use only</b>	
Initial approval date	August 2022

<b>For office use only</b>	
With effect from date	September 2022
Date and details of revision	
Version number	1

## Module aims

---

Students will consolidate understanding and skills of compassionate leadership and the contribution they can have in their roles as graduate health practitioners to influence service delivery and improvement.

Students will develop skills and knowledge of innovation in a local, national and global context, exploring how they can contribute beyond their clinical skills to improve the services they deliver.

Students will evaluate the value of Inter professional relationships through a reflection of their experiences at level 4, 5 and 6 in preparation for transition as a graduate practitioner.

The module is delivered in IPE groups led by a variety of healthcare tutors

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

1	Interpret theories of leadership and management to inform self-development as a compassionate leader
2	Critically reflect on the role of own profession within the inter- professional health and social care team
3	Formulate evidenced based arguments and business cases to develop services within their professional area
4	Consider how business theory, improvement methods and the legislative and policy frameworks that address health, social care and public health issues can drive the improvement of service delivery

## 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.

**A service change proposal and reflection 3000 words** – students will develop a service change improvement or new service relevant to their professional area. The proposal will be 2000 words and follow the outline of a business plan template that will be provided. Students will complete a 1000-word reflection focussing upon their development as a leader within their own practice and within an inter-professional context.

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

The delivery of this module will consist of on line lectures, interactive classroom sessions, group and personal tutorials.

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 intranet information, open forums and pre-recorded lectures.

## Indicative Syllabus Outline

This module will provide health care students with the necessary skills and knowledge of how to improve, reflect on the way they and the teams in which they work deliver services – it will enable them to be practitioners that have a philosophy of 'No such thing as best practice only better practice' allowing them to innovate and transform at every stage of their career.

The module will provide a local, National and International context for innovation and leadership comparing different health and social care systems.

Key note lectures covering key areas such as; the difference between management and leadership, resilience for practice, Emotional Intelligence, NHS Funding, Quality Improvement methodologies, contemporary legislation will provide the basis of discussion and analysis that will take place in small groups.

IPE student led workshops will assist students to reflect on their own and colleague's leadership styles and emotional intelligence in preparation to translate this learning from student placements to transition to employment.

Group tutorial based teaching will assist students in the development of the service change project

## Indicative Bibliography:

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

## Essential Reads

West, M (2021) *Compassionate Leadership: Sustaining Wisdom, Humanity and Presence in Health and Social Care*. Swirling Leaf Press

## Other indicative reading

Brill, S. (2015) *Americas Bitter Pill*. New York: Random House.

Covey, S.R. (2020). *The 7 Habits of Highly Effective People: 30<sup>th</sup> Anniversary Edition*. UK: Simon & Schuster.

John, RP. (2016) *How to Write a Business Plan*. Kindle Edition.

Miller, R. and Brown, H. (2016) *Integrating Care in Action. A Practical Guide for Health, Social Care and Housing Support*. London: Jessica Kingsley.

Mullins, LJ. (2016) *Management and Organisational Behaviour*. 11<sup>th</sup> ed. London: Pearson.

Traynor, M. (2017) *Critical Resilience for Nurses. An Evidence Based Guide to Survival and Change in the Modern NHS.(21st Century Business Management)* Oxford: Routledge

Shore, DA. (2014) *Launching and Leading Change Initiatives in Healthcare Organisations. Managing Successful Projects*. San Francisco: Jossey Bass.

Wheeler, N. (2015) *Leading Managing in Health and Social Care*. Slough: Createspace Publishing.

## Employability skills – the Glyndŵr Graduate

---

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

### Core Attributes

Engaged  
Enterprising  
Creative  
Ethical

### Key Attitudes

Commitment  
Curiosity  
Resilience  
Confidence  
Adaptability

### Practical Skillsets

Digital Fluency  
Organisation  
Leadership and Team working  
Critical Thinking

Emotional Intelligence  
Communication