Module Title:	**Critically Exploring Professional Practice in the Context of Health and Society**	Level: 7	Credit Value:	20

Module code:	BMS703	Is this a new module?	No	Code of module being replaced:	NA

Cost Centre:	GANG	JACS3 code: HECos code:	F165 100265

Trimester(s) in which to be offered:	1,2	With effect from:	February 19

Faculty:	Social & Life Sciences	Module Leader:	Dr Joanne Pike

Scheduled learning and teaching hours	21 hrs
Guided independent study	179 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
MSc Advanced Clinical Practice (Therapies)		✓
MSc Advanced Clinical Practice		✓
MSc Health Sciences	✓	
MSc Health Sciences (Healthcare Leadership)	✓	
MSc Health Sciences (Therapies)	✓	
MSc Biomedical Science	✓	
MRes Applied Biomedical Sciences Research		✓

Pre-requisites
None

Module Aims
This module aims to: 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. This core module of the master's programme is the foundation of the whole programme, as it will enable students to undertake a critical examination of self **in** professional practice, within the context of health and society through the development of professional biography. This will be used as a baseline for further ongoing professional, personal and academic development, and subsequent career planning.

Intended Learning Outcomes

Key skills for employability

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

At the end of this module, students will be able to		Key Skills	
1	Critically discuss the nature of professional practice within the healthcare context	KS1	KS4
		KS6	KS9
2	Critically explore values and beliefs underpinning the nature of professional healthcare practice	KS2	KS3
		KS7	KS5
3	Critically analyse significant influences on professional practice; for example, drawing upon political, socio economic, technological and other significant factors.	KS2	KS3
		KS4	KS7

4	Analyse current personal and professional knowledge and skills to develop a critically reasoned pathway for professional development in the context of the changing healthcare environment.	KS6	KS4
		KS10	

Transferable/key skills and other attributes

Demonstrate highly developed professional written and verbal communication skills;
Exercise initiative
Demonstrate the ability to make decisions in complex situations
Demonstrate the ability to manage risk
Demonstrate independent learning ability
Demonstrate competency in word processing and the presentation of data
Demonstrate competency in the use of libraries, databases and the internet as sources of information

Derogations

The following derogation will apply for students undertaking the MSc Health Sciences (all routes): Any work submitted which indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will result in overall refer/defer of the module.

In addition:
Students undertaking the MSc Advanced Clinical Practice (all routes):
There will be no condonement allowed for any assessment, thus all elements of a module must be passed.

Assessment:

The assignment comprises two complementary components; the first part considers the influential factors that have contributed to the student's current professional self, acknowledging the contribution of aspects of personal development.

The second component requires students to present a critically reasoned pathway for professional development in the context of the changing healthcare environment.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-4	Essay	100%	N/A	4,000

Learning and Teaching Strategies:
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 the student forum and the posting of resources for peer support and use.

Syllabus outline:
Characteristics of professions and professional practice, including professional bodies such as the IBMS.   Comparison and contrast of professional values and beliefs about healthcare in the national and local context.   Professional practice in the context of healthcare codes of ethics (e.g. NMC, HCPC).   Factors influencing contemporary health care; political social economic, technological and other perspectives.   Analysis of future healthcare trends.   Comparison and contrast of factors influencing personal, professional and academic development and career progression.   Personal development and career planning-developing SMART objectives.   Critical self-assessment, skills and tools.

Bibliography:
Essential reading
Aveyard, H., Sharp, P & Woolliams, M (2015) *A Beginner's Guide to Critical Thinking and Writing in Health and Social Care* 2nd **ed. Oxford: OU Press.**   Cottrell, S. (2017) *Critical thinking skills: developing effective analysis and argument* (3rd Ed) Basingstoke; Palgrave Macmillan.
Other indicative reading
Dingwall, R. (2008) *Essays on professions* Aldershot: Aldgate.   Moon, J.A. (2004) *A handbook of reflective experiential learning theory and practice* London: Routledge.   Moon, J.A. (2006) *Learning journals a handbook for students, academics and professional development.* London: Routledge.