

MODULE SPECIFICATION PROFORMA

Module Title:	Safeguarding Patients and Self	Level:	5	Credit Value:	20
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Module code:	CMP515	Is this a new module?	Yes	Code of module being replaced:	CMP510
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Cost Centre:	GACM	JACS3 code:	B300
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Trimester(s) in which to be offered:	2	With effect from:	October 18
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School:	Social & Life Sciences	Module Leader:	Richard Chamberlain
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Scheduled learning and teaching hours	24 hrs
Guided independent study	176 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
BSc (Hons) Acupuncture	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BSc (Hons) Complementary Therapies for Healthcare	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BSc (Hons) Rehabilitation and Injury Management	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval October 2018

APSC approval of modification

Have any derogations received SQC approval?

Version 1

Yes No

Module Aims

1. To explore the appropriate aspects of Health and Safety regulations and legislation in the clinical environment.
2. To develop the student's awareness of professional ethics, their personal strengths, qualities and limitations, and a reflective approach to their practice.
3. To facilitate the examination by the student of issues that can arise within professional practice.

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

At the end of this module, students will be able to		Key Skills	
1	Apply health and safety regulations and legislation to a clinical practice.	KS1	KS6
		KS3	KS8
		KS4	
2	Demonstrate an in-depth knowledge of issues of the professional, ethical and safety issues in the context of clinical practice.	KS1	KS7
		KS4	KS8
		KS6	KS9
3	Demonstrate awareness of their personal strengths, qualities and limitations.	KS1	KS6
		KS3	KS8
		KS4	
4	Exhibit the ability to draw upon the personal and lived experience of health and illness through the skills of reflective practice.	KS1	KS6
		KS3	KS8

		KS4	
Transferable/key skills and other attributes			
Communication Debating skills Work as part of team by agreeing objectives. Demonstrate awareness of ethical frameworks. Identify problems and generate possible solutions. Engage in Reflective Practice			

Derogations
Not Applicable

Assessment:					
Assessment One: A health and safety audit report of a clinical practice will be undertaken utilising a recognised audit tool. The audit is to be supplemented with reflective commentary on the undertakings and findings.					
Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1 to 4	Report	100 %	N/A	2000

Learning and Teaching Strategies:
The module will be taught as a blended learning module. Support to students is provided through individual tutorials and an online discussion forum. Moodle will provide the repository for the module learning materials.

Syllabus outline:
Safe practice, professional conduct and ethical issues Health and Safety Regulations and Legislation in clinical practice (COSHH, RIDDOR, etc.) Reflective writing techniques Evidenced based learning

<p>Bibliography:</p>
<p>Essential reading</p> <p>Burgess, R. (2011), <i>New Principles of Best Practise in Clinical Audit</i>, Oxon: Radcliffe Publishing</p> <p>Stone J. (2002), <i>An Ethical Framework for Complementary & Alternative Therapists</i>. London: Routledge.</p>
<p>Other indicative reading</p> <p>Gottwald, M. & Lansdown, G. (2014) <i>Clinical Governance: Improving the Quality of Healthcare for Patients and Service Users</i>, Open University Press</p> <p>NICE (National Institute for Clinical Excellence) (2002), <i>Principles for Best Practice in Clinical Audit</i>. Abingdon: Radcliffe Medical Press Ltd.</p> <p>Wilson J. (2006), <i>Infection Control in Clinical Practice</i>. 3rd ed. Edinburgh: Baillere Tindall.</p> <p>Jones, J. (2008), <i>How to do Clinical Audit – A Brief Guide</i>, London: Royal College of General Practitioners.</p> <p><i>This book is outside the scope of our collection, but may be available from an alternative source.</i></p> <p>Lockwood, S. (2009), <i>Improving Patient Care through Clinical Audit – A How To Guide</i>. Dartford: Dartford & Gravesham NHS Trust.</p> <p>Internet link</p> <p>Neville, L. (2009), <i>Interpersonal Skills for the Peoples Professions: Learning from practice</i>. Devon: Reflect Press.</p> <p>Internet Resources</p> <p>http://www.hse.gov.uk/ https://www.england.nhs.uk/ http://www.wales.nhs.uk/</p>