PRIFYSGOL glyndŵr UNIVERSITY

MODULE SPECIFICATION FORM

Module Title:	**The Developing Practitioner Through Practice Based Learning (2)**	Level: 5	Credit Value:	40

Module code:	HLT505	Cost Centre:	GANG	JACS3 code:	B900

Trimester(s) in which to be offered:	With effect from:	September 2013

Office use only: To be completed by AQSU:	Date approved:	August 2013
	Date revised:	-
	Version no:	1

Existing/New:	New	Title of module being replaced (if any):	

Originating Academic Department:	Health Sciences	Module Leader:	Bernadette Evans

Module duration (total hours)	400	Status: core/option/elective (identify programme where appropriate): Core
Scheduled learning & teaching hours	60 hrs	
Independent study hours	340 hrs	

Programme(s) in which to be offered: FdA Healthcare Practice for Assistant Practitioners	Pre-requisites per programme (between levels):	None

Module Aims:

This module aims to build on The Developing Practitioner Through Work Based Practice (1) module. It will examine the need to acknowledge the individual's personal and professional development in the context of delivering safe and reliable care, provide the opportunity for increasing self-awareness and the identification of future career aspirations.

Expected Learning Outcomes

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

Knowledge and Understanding:

1. Reflect upon the importance of being able to work as a member of the team to ensure continuity of care within the context they practice
2. Examine the need to practise professionally, reliably, safely and within own limitations in accordance with professional and legal frameworks/requirements for Health Care Assistants
3. Reflect upon the importance of continuing personal and professional development through feedback, reflection and evaluation of own performance, seeking out and accessing information sources to enhance personal and professional development in Adult

Transferable/Key Skills and other attributes:
- Information technology
- Problem solving
- Collaborative working.
- Reflection
- Professional values
- Communication skills

NHS Knowledge Skills Framework (Core & Specific)
Communication
Personal & People Development
Health, Safety & Security
Quality
Equality & Diversity
Information & Knowledge 1-3
General 1,2 5, 6 & 7

National Occupational Standards
SCDHSC0023/0033/0241/3121/00399/0437/0439/0043
CFAMLB8

Assessment: please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). ***Details of_indicative assessment tasks must be included***

The outcomes of this module will be assessed by addition of material to the portfolio started in The Developing Practitioner (1). The additions will include:

A reflective log – the student will produce two 2000 word reflective accounts throughout the course of their practice based learning using models of reflective learning to focusing on the need to practice in a professional, safe and reliable manner, whilst valuing and respecting the contributions of all healthcare workers and client/service users;
A 1000 word equivalent Professional Development Plan which identifies the students learning needs for level 5 & future career intentions and the proposed means to achieve these;
A Practice Based Learning mentor's report and signed achievement of clinical practice competencies & capabilities.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2 & 3	Portfolio	100%		5000 words

Learning and Teaching Strategies:
The teaching and learning strategy will involve lectures, seminars, group discussions and tutorials will provide core knowledge and directed/self-directed study will be given to support learning. Students will be encouraged to individually and collectively reflect on practice and through this identify further individual learning needs. In clinical practice an experiential strategy including observation, guided practice and observed independent practice will be used to meet the module outcomes.

Syllabus outline:
Developing professional values and identity / Codes and legal frameworks / Interpersonal skills / Clinical incident reporting / Raising and escalating concerns / Whistle blowing / Professional boundaries / Prioritising care / Person –centred care / Personal and Professional development / Portfolio development

Bibliography

Essential Reading:

Lloyd, M. and Murphy, P. (2008), *Essential Study Skills for Health and Social Care*. Exeter: Reflect Press Ltd.

Read, S. (2011), *Successful Professional Portfolios for Nursing Students*. Exeter: Learning

Matters Ltd.

Rolfe, G., Jasper, M. and Freshwater, D. (2011), *Critical reflection in practice. Generating knowledge of care*. 2_{nd}edn. Basingstoke: Palgrave MacMillan.

Indicative Reading:

British Journal of Healthcare Assistants

Websites;
Royal College of Nursing www.rcn.org.uk/development /health care support worker
Skills for Care www.skillsforcare.org.uk
Skills for Health www.skillsforhealth.org.uk