

MODULE SPECIFICATION PROFORMA

Module Title:	Professionalism and Personal Learning in a Work Based Context	Level:	5	Credit Value:	20
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Module code:	HLT514	Is this a new module?	Yes	Code of module being replaced:	HLT508 & SOC527
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Cost Centre:	GANG	JACS3 code:	B900
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Trimester(s) in which to be offered:	1 & 2	With effect from:	September 17
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School:	Social & Life Sciences	Module Leader:	Catherine Hewins
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Scheduled learning and teaching hours	25 hrs
Guided independent study	55 hrs
Work based learning	120hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
BSc (Hons) Health and Wellbeing	✓	<input type="checkbox"/>
BSc (Hons) Mental Health and Wellbeing	✓	<input type="checkbox"/>
Dip HE Contemporary Health Studies	✓	<input type="checkbox"/>

Pre-requisites
none

Office use only

Initial approval December 16

APSC approval of modification *Enter date of approval*

Have any derogations received SQC approval?

Version 1

Yes No ✓

Module Aims

The module aims to:

1. Develop knowledge and work skills that can be specifically related to a selected sector/area of health/mental health and wellbeing
2. Develop a negotiated personal learning contract that students use to guide their knowledge and skills development in a work or work related setting
3. Enable students to critically reflect upon their professional and career development within their chosen sector and to develop a career focused action plan

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	Demonstrate a critical understanding of the variety of career choices in health/mental health and wellbeing, recognising personal strengths and limitations in selecting a career aspiration.	KS3	KS9
		KS7	
		KS8	
2	Analyse personal strengths and limitations as an emerging graduate in health/mental health and wellbeing and create an individual personal development plan tailored towards a selected career.	KS1	KS8
		KS3	KS9
		KS7	
3		KS1	KS8

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	Appraise an aspect of personal learning and skills development and its contribution to the achievement of career goals	KS3	KS9
		KS4	
4	Select and appraise a range of evidence which demonstrates personal development and professionalism providing a rationale for its importance within an initial career plan	KS3	KS8
		KS4	KS9
		KS6	
Transferable/key skills and other attributes			
<ul style="list-style-type: none"> • Learn independently, monitor and evaluate own personal development, planning needs, and identify appropriate problem-solving strategies. • Analyse job tasks, responsibilities and entry requirements. • Professional behaviour and presentation. • Develop skills in or transferable to the workplace. 			

Derogations

N/A

Assessment:

Portfolio (100%): Students will develop a portfolio of evidence to support their professional and personal development for a career in a chosen sector of health/mental health and wellbeing. The portfolio will include a negotiated learning agreement with their intended area for work-based learning and a record of their 120 work-based learning hours. There will be a SWOT analysis in relation to learners' current employability skills and an identification of transferrable skills. The action plan will evidence an intended career plan.

Students will also provide a reflection upon their work-based learning experience and how this has helped developed their professionalism and personal development in choosing a career in the health/mental health and wellbeing sector.

Students will be encouraged to add an appendix of supporting evidence which may include: feedback from their work-based learning supervisor, signatures on testimonials from work-based learning, appropriate voluntary or paid employment and learning journal/log.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1, 2, 3 & 4	Portfolio	100%		3,500

Learning and Teaching Strategies:

Following formal preparation through workshops and group work, module learning will be negotiated and agreed between the student and their module tutor and will be tailored to

reflect the needs and circumstances of the individual student in relation to addressing the learning outcomes.

Negotiated learning is therefore focused around a particular area of interest and will include the student drawing upon their experience of their work-based learning, any appropriate volunteering or employment activity and other relevant elective learning to enhance future career opportunities. The portfolio submission date will be staged throughout semester 1 and 2, with the reflection being the final submission at the end of semester 2

Syllabus outline:

Career research and planning
Preparing a CV
Self-appraisal and evaluation using graduate attributes and sector skills competencies
Writing a negotiated learning contract
Reflection and reflective learning
Portfolio development
Professional behaviour – behaviour in the workplace and Codes of Conduct/protocols
Negotiated content is then related to student contract

Bibliography:

Essential reading

Chambers, R. (Ed) (2005) *Career Planning for Everyone in the NHS. The Toolkit*, Oxford: Radcliffe Publishing

NHS Staff Council (2013) *Summary Descriptions of KSF Core Dimensions*,
www.nhsemployers.org/~media/.../Summary_KSF_core_dim_fb131110.docx

Taylor, L, E. (Ed) (2016) *How to Develop Your Healthcare Career: A guide to Employability and Professional Development*, Chichester: John Wiley & Sons

Thistlethwaite, J. & McKimm, J. (2015) *Health Care Professionalism at a Glance*, Chichester: John Wiley & Sons

Other indicative reading

Care Council for Wales: www.ccwales.org.uk

Johnson, J. & De Souza, C. (Eds) (2008) *Understanding Health and Social Care: An Introductory Reader*, 2nd Edition, London: Sage Publication in association with The Open University

WGU careers centre www.glyndwr.ac.uk/careers

NHS Jobs: www.jobs.nhs.uk

NHS Careers: www.nhscareers.nhs.uk

Target Jobs: www.targetjobs.co.uk

Third Sector Jobs: www.charityjob.co.uk