

Module Title:	Negotiated Module in Enhancing Professional Practice	Level:	6	Credit Value:	20
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Module code:	NHS655	Is this a new module?	No	Code of module being replaced:	
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Cost Centre:	GANG	JACS3 code:	B700
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Trimester(s) in which to be offered:	1, 2	With effect from:	September 16
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School:	Social & Life Sciences	Module Leader:	Gary Stevenson
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Scheduled learning and teaching hours	30 hrs
Guided independent study	170 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
BSc (Hons) Leadership and Healthcare Management	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Pre-requisites

Office use only

Initial approval June 16

APSC approval of modification *Enter date of approval*

Have any derogations received SQC approval?

Version 1

Yes No

Module Aims

This module aims to enable students to negotiate learning which is essential to their personal or professional development or to employer requirements within their field of practice. The essence of the module is to enable practitioners to gain knowledge and understanding of the well-established principles in healthcare practice and of the way in which those principles have developed and are applied.

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	Critically examine the principles, theories and research which underpin practice within the context in which the practice takes place	KS1	KS2
		KS4	KS6
		KS5	KS9
2	Critically evaluate arguments and/or solve problems using ideas and techniques some of which are at the forefront of healthcare practice	KS1	KS7
		KS2	KS8
		KS3	KS9
3	Competently assess, plan, implement and evaluate interventions based on critical reflection on healthcare practice	KS1	
		KS2	
		KS7	
4	Demonstrate an appreciation of the uncertainty, ambiguity and limits of knowledge and use techniques they have learned to extend their knowledge of healthcare practice	KS10	

Transferable/key skills and other attributes			
<ul style="list-style-type: none"> • Exercise initiative and personal responsibility in the practice setting; • Make decisions in complex situations in the practice setting; • Communicate information to specialist and non-specialist audiences; • Demonstrate competency in word processing and the presentation of data; • Demonstrate competence in the use of libraries, databases and the internet to identify and subsequently use scholarly reviews and primary sources such as refereed research and original material relevant to the subject being studied; • Manage their own learning 			

Derogations
None

Assessment:					
The assessment for the module, which will focus on the area of healthcare practice in which the student is involved, will be the equivalent of 3,000 words and will be negotiated with the student. Assessments may take the form of a portfolio, 20 minute presentation, case study or written reflections or any combination thereof. For example, a student may negotiate to present a portfolio containing some written work (a reflection or case study) and other evidence that he/she has met the module outcomes.					
Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-4	Negotiated Learning	100		3,000

Learning and Teaching Strategies:
Negotiated learning will be offered at both the individual and the group level. For an individual student a learning contract is used to address the diverse learning needs of different students and is designed to suit a variety of purposes both in theoretical and practice-based learning. The student's learning needs are interpreted to meet the approved module outcomes and learning strategies consistent with those needs are agreed. The learning contract is essentially, therefore, an agreement negotiated between the student, a lecturer and, on occasion, a practice mentor, to ensure that certain activities will be undertaken in order to achieve a learning goal and that specific evidence, such as a written assignment or portfolio, will be produced to demonstrate that goal has been reached. At the group level, a learning package with a module specification and timetable are developed with the students and/or commissioner to meet learning needs. At both levels learning strategies agreed will be an appropriate

combination of the following: directed and self-directed reading, on-line materials, observations and work-based learning, lectures and group or individual tutorials and discussions.

Syllabus outline:

Negotiated within the student's area of practice. For example, a student or group of students may wish to develop their knowledge of the management of chronic conditions in the community to enhance their own practice and position themselves for role development. The module leader would set up a programme which could include key lectures/study days by specialists in the field who would address matters such as current interventions, particular physiological, psychological, epistemological and social problems related to chronic conditions and principles of nursing management. This would be supported by directed reading and internet resources on the management of a range of chronic diseases.

Bibliography:

Essential reading

Garrison,R, Vaughn, D. (2012) *Blended learning in Higher Education*. Oxford. Routledge.

Lewis,S., Passmore, J., Cantore, S. (2011) *Appreciative Inquiry for change management*.

Using AI to facilitate organizational development. London. Kogan Page.

National Skills Academy (2011) *Outstanding leadership in Social Care*.

www.nsasocialcare.co.uk/about-us/leadership-strategy/

Stein, J, Graham, C, R. (2013) *Essentials for blended learning*. A standards Based guide. Oxford. Routledge.

<http://www.gaprorproject.org/methods/resqa.html>

Other indicative reading

Hayes, J. (2014) *The theory and practice of change management*. Houndsmill. Palgrave Macmillan.

Mullins, L, J. (2015) *Management & Organisational Behaviour* 7th edition. Prentice- Hall London.

Palfery, C. Philips, C. and Thomas, P. (2014) *Effective Health Care Management – an evaluative approach*. Oxford. Blackwell Science

Further reading lists will be given in accordance to professional position.