

MODULE SPECIFICATION FORM

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| Module Title: Negotiated module in Health Sciences | Level: 7 | Credit Value: 20 |
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| Module code: NHS785 (if known) | Cost Centre: GANG | JACS3 code B700 |
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| Semester(s) in which to be offered: 1,2,3 | With effect from: September 2016 |
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| Office use only: To be completed by AQSU: | Date approved: August 2016 Date revised: - Version no: 1 |
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| Existing/New: New | Title of module being replaced (if any): |
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| Originating Academic Department: Social & Life Sciences | Module Leader: Chris O'Grady |
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| Module duration (total hours): 200 | Status: core/option/elective Option (identify programme where appropriate): |
| Scheduled learning & teaching hours: 10 hours | |
| Independent study hours: 190 hours | |
| Placement hours | |

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| Programme(s) in which to be offered: | Pre-requisites per programme (between levels): Nil |
| MSc: <ul style="list-style-type: none"> Health Sciences(generic route) Health Sciences (Healthcare Leadership route) | |

Module Aims: This module aims to provide students with an opportunity to negotiate learning at an advanced level in an area that is relevant to their personal or professional development or investigate theory in the students' area of expertise. The essence of the module is to offer students the opportunity to explore theories, research and concepts in order to solve problems in practice.

Expected Learning Outcomes:

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

Knowledge and Understanding:

1. Critically evaluate theories, research and scholarship from the study of leadership.
2. Evaluate arguments, assumptions and concepts relevant to the chosen area of study.
3. Demonstrate problem solving skills through the application of research evidence, legislation, organizational policies and stakeholder perspectives.
4. Synthesise theories and evidence in order to frame solutions to practice issues.
5. Evaluate the outcomes of clinical or management decisions and policy implementation.

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

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.***

Assessment of the module will be negotiated with the student but be the equivalent of 4,000 words. Assessments can the form of a portfolio of evidence, project, presentations, case study, essay, written reflections or a combination of methods.

| Assessment number | Learning Outcomes to be met | Type of assessment*** | Weighting | Duration (if exam) | Word count (or equivalent if appropriate) |
|-------------------|-----------------------------|------------------------------|-----------|--------------------|---|
| 1 | 1-5 | Negotiated Learning Contract | 100% | | 4,000 |

Learning and Teaching Strategies:

Negotiated learning will be offered at both individual and group level via a learning contract. A learning contract is essentially an agreement negotiated between students, lecturers or a practice mentor to ensure that particular learning activities will be undertaken in order to achieve particular learning goals. A learning contract is used to address the diverse learning needs of different students or groups of students and is designed to suit a variety of purposes. With the facilitation of the module leader, the student is able to identify their learning needs and develop learning objectives and strategies consistent with those needs. At the individual level the learning contract provides the direction of the negotiated learning and is negotiated according individual needs or specialities. At the group level a learning package specification and timetable are developed with the students, module leader and/or commissioners to meet specific needs. At both levels the agreed learning strategies will include an appropriate combination of the following: directed or self directed reading, on-line materials, observations and work-based learning, lectures, group and individual tutorials and discussions.

Syllabus outline: Negotiated within the general context of health delivery, management or development.

Bibliography:

Essential reading:

This will be negotiated according to the individual/ group needs.

Other indicative reading:

Boak, G. (1998) *A complete guide to learning contracts*. Aldershot. Gower Publishing Limited.

Thompson, S., Thompson, N. (2008) *The critically reflective practitioner*. Hampshire, Palgrave MacMillan.

Rolfe, G, Jasper, M, Freshwater, D. (2011) *Critical reflection in practice: generating knowledge for care*. Hampshire, Palgrave MacMillan.

Teams should ensure that electronic resources are also listed in the Bibliography