

MODULE SPECIFICATION PROFORMA

Module Title:	Negotiated Module in Primary Healthcare:1	Level:	7	Credit Value:	20
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Module code:	NHS797D	Is this a new module?	Yes	Code of module being replaced:	N/A
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Cost Centre:	GANG	JACS3 code:	B710
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Trimester(s) in which to be offered:	1, 2 & 3	With effect from:	December 16
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School:	Social & Life Sciences	Module Leader:	Joanne Pike
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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
MSc / Postgraduate Diploma Primary Healthcare	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval October 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 primary healthcare practice and of the way in which those principles have developed.

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	Critically examine the principles, theories and research which underpin practice within the context in which the primary healthcare practice takes place.	KS1	KS3
		KS4	KS5
		KS8	KS9
2	Critically evaluate arguments and/or solve problems using ideas and techniques some of which are at the forefront of primary healthcare practice.	KS1	KS3
		KS4	KS5
		KS8	KS9
3	Competently assess, plan, implement and evaluate interventions based on critical reflection on primary healthcare practice and produce recommendations for innovation.	KS1	KS3
		KS4	KS5
		KS8	KS9
4	Demonstrate an appreciation of the uncertainty, ambiguity and limits of knowledge and use techniques they have learned to extend their knowledge of primary healthcare practice and apply these to the additional learning of other healthcare professionals and colleagues.	KS1	KS3
		KS4	KS5
		KS8	KS9

Transferable/key skills and other attributes

- Exercise initiative and personal responsibility;
- Demonstrate independent learning;
- 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.

Derogations

All elements of assessment must be passed. Any work submitted which indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will be deemed a refer grade.

Assessment:

The assessment for the module, which will focus on the area of healthcare practice in which the student is involve, will be the equivalent of 4,000 words and will be negotiated with the student. Assessments may take the form of a portfolio, 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, 2 3, 4	Negotiated Learning	100%		4,000

Learning and Teaching Strategies:

A variety of teaching methods will be used including lectures, seminars, open learning materials, student presentations, debate, case studies, discussion and tutorials, action learning sets. Directed study using the library and on-line services (the University's VLE) will be promoted. There will be opportunity for shared learning with other groups of students. In clinical practice an experiential strategy, including observation, guided practice and observed independent practice, will be used to meet the module outcomes. Class time will include discussions and group work, case studies and scenarios. Students will have some shared learning with level 6 students, however there will be tutor groups and seminars to take account of the different level of study for this module.

Syllabus outline:

The syllabus will be negotiated according to individual need ie: 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. 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. All students will receive content regarding academic writing and critiquing research.

Bibliography:

Essential reading

Denisco, S.M. and Barker, A.M. (2015) *Advanced practice nursing: Essential knowledge for the profession, 3rd Ed.* London: Jones and Bartlett.

Laycock, M and Stephenson, J (eds) (2013) *Using learning contracts in higher education.* London: Routledge.

Martin, V. (2010) *Leading change in health and social care.* London: Routledge

Other indicative reading

This will be negotiated according to the individual learning contract.