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| MODULE SPECIFICATION TEMPLATE |

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| MODULE DETAILS |
| **Module title** | Steps for Success: Developing Professional Excellence  |
| **Module code** | New |
| **Credit value** | 20  |
| **Level**Mark the box to the right of the appropriate level with an ‘X’ | Level 4 |  | Level 5 |  | Level 6 |  | Level 7 | x | Level 8 |  |
| Level 0 (for modules at foundation level) |  |  |
| ***Entry criteria for registration on this module*** |
| **Pre-requisites**Specify in terms of module codes or equivalent |  |
| **Co-requisite modules**Specify in terms of module codes or equivalent | NA |
| ***Module delivery*** |
| **Mode of delivery** | Taught | x | Distance |  | Placement |  | Online | x |
|  | Other | Blended x |
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| **Pattern of delivery** | Weekly |  | Block | x | Other | x |
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| **When module is delivered** | Semester 1 |  | Semester 2 |  | Throughout year |  |
| Other |  |
| **Brief description of module content and/ or aims**Overview (max 80 words) |  This module is designed to offer SAS doctors and other health care professionals the opportunity to improve their specialised skills. Students will be able to apply their learning immediately to their clinical roles and respond to specific changes in clinical practice, considering their individual academic and professional development needs. |
| **Module team/ author/ coordinator(s)** |  Dr Shereen Habib and Jackie Knight |
| **School** | BSMS |
| **Site/ campus where delivered** | Falmer Campus. |
| ***Course(s) for which module is appropriate and status on that course*** |
| **Course** | **Status (mandatory/ compulsory/ optional)** |
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| MODULE AIMS, ASSESSMENT AND SUPPORT |
| **Aims** | This module specifically aims to provide an advanced, continuing professional development for SAS doctors and other clinical professionals to improve their practice in a robust, evidence-based way. The professional development will include knowledge, skills, attitudes and behaviours across all areas of competency professional practice. The **professional competencies** **framework** will be applied for both formal and informal learning activities in the module. Participants will be able to apply their learning immediately to their work, engage in on-line faculty and peer support learning sets on the development process for the duration of the module. The module is inclusive to international doctors and health care professionals. |
| **Learning outcomes** | On successful completion of the module the student will be able to:* Critically evaluate their own professional clinical performance within the bounds of professional practice
* Apply critical analysis to the nature of multi-professional and inter-professional communication, intervention or innovation in a changing healthcare service
* Demonstrate advanced evidence-based knowledge and skills from the relevant specialist subject area in their area of practice
* Identify and critically evaluate improvements for practice and service provision in your area of practice
* Formulate and critically discuss a service improvement project in line with the above outcomes
* Critically reflect on personal learning gained through facilitated action learning sets
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| **Content** | The content of the module will be structured by the domains from the accepted professional competencies framework for healthcare professionals.* Professionalism
* Medical practice
* Leadership and management
* Service Improvement
* Teaching and learning and self-development
* Research and innovation
* Communication and Collaboration
* Digital Leadership
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| **Learning support** | On line blended learning resources. Library resources, Blackboard VLE resource. SAS professional guidelines/ resources in line with contemporary workforce development reports, Continuing professional framework and SAS Charter. |
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| ***Teaching and learning activities*** |
| **Details of teaching and learning activities** | Lectures, Discussions, Workshops, Visits, Videos, and Online education (blended learning) using examples from published research and discussing interpretations. Interactive problem-solving and case-studies will be included as a means of engaging participants in the issues. Real-life examples will be included wherever possible. Students will be expected to produce a sample conference poster and discuss it as part of their formative assessment.  |
| **Allocation of study hours (indicative)**Where 10 credits = 100 learning hours | **Study hours** |
| **SCHEDULED** | This is an indication of the number of hours students can expect to spend in scheduled blended teaching activities including lectures, seminars, tutorials, project supervision, demonstrations, practical classes and workshops, supervised time in workshops and external visits. | 35 |
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| **GUIDED INDEPENDENT STUDY** | All students are expected to undertake guided independent study which includes wider reading/ practice, follow-up work, the completion of assessment tasks, and revisions. | 165 |
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| **PLACEMENT** | The placement is a specific type of learning away from the University. It includes on-line, blended and work-based learning to support independent study.  | NA |
| **TOTAL STUDY HOURS** | **200** |
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| **Option 1a** | Primary Mode [[1]](#footnote-1) | Length | Weighting | Mark Scheme | Threshold | Referral task |
| Written Assignment/ Essay |  | 100 | % | Standard (GEAR) | Reworking of original task or equivalent |
| Detailed description of content (details of components and any special rules which apply to this assessment) | 2,500 word written service improvement project proposal.  |
| **Option 1b** **(only where choice of assessment offered)** | Primary Mode  | Length | Weighting | Mark Scheme | Threshold | Referral task |
| Select |  |  | Select | Select | Reworking of original task or equivalent |
| Detailed description of content (details of components and any special rules which apply to this assessment) | NA |

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| ***Summative Assessment Task 2***  |
| **Option 2a**  | Primary Mode  | Length | Weighting | Mark Scheme | Threshold | Referral task |
| Select |  |  | Select | Select | Reworking of original task or equivalent |
| Detailed description of content (details of components and any special rules which apply to this assessment) | NA |
| **Option 2b** **(only where choice of assessment offered)** | Primary Mode  | Length | Weighting | Mark Scheme | Threshold | Referral task |
| Select |  |  | Select | Select | Reworking of original task or equivalent |
| Detailed description of content (details of components and any special rules which apply to this assessment) | NA |

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| **In-Year Module Retrieval available on this module? (Level 4 only)** | Select |

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| **TYPES OF ASSESSMENT TASK[[2]](#footnote-2)**Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression. This information is published on Course-finder for prospective students. | **% weighting**(or indicate if component is pass/fail) |
| **EXAMINATION** | No |  |
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| **COURSEWORK** |  |  |
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| **PRACTICAL** |  |  |
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| EXAMINATION INFORMATION |
| **Area examination board**  | PG BSMS Exam Board |
| Refer to Academic Services for guidance in completing the following sections |
| ***External examiners*** |
| **Name** | **Position and institution** | **Date appointed** | **Date tenure ends** |
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| QUALITY ASSURANCE |
| **Date of first approval**Only complete where this is not the first version |  |
| **Date of last revision**Only complete where this is not the first version |  |
| **Date of approval for this version** |  |
| **Version number**  | 1 |
| **Modules replaced**Specify codes of modules for which this is a replacement | none |
| **Available as free-standing module?** | Yes | x | No |  |

1. Categories as defined by the QAA [Explaining contact hours: Guidance for institutions providing public information about higher education in the UK](http://www.qaa.ac.uk/en/quality-code/the-existing-uk-quality-code/part-b-assuring-and-enhancing-academic-quality/part-b-additional-resources) (2011) [↑](#footnote-ref-1)
2. Set exercises, which assess the application of knowledge or analytical, problem-solving or evaluative skills, are included under the type of assessment most appropriate to the particular task. [↑](#footnote-ref-2)