

Module Details	
Module Title:	Work-based Learning and Professional Practice 3 for Healthcare Scientists
Module Code:	BIS6024-C
Academic Year:	2019-20
Credit Rating:	30
School:	School of Chemistry and Biosciences
Subject Area:	Biomedical Science
FHEQ Level:	FHEQ Level 6
Pre-requisites:	
Co-requisites:	

Contact Hours	
Type	Hours
Tutorials	24
Directed Study	276

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Academic Year (Sept - May)
BDA	University of Bradford / Full Year (Sept - Aug)

Module Aims
To further develop knowledge and understanding of the delivery of healthcare within the NHS, the role of the Healthcare science professional, the role of pathology and laboratory medicine and clinical governance. To facilitate clinical experiential learning and the development of work-based competencies as defined in the Health and Care Professions Council (HCPC) Standards of Proficiency and by Health Education England (HEE) and the Institute of Biomedical Science. To develop knowledge and understanding as applied to these competences. To ensure that the student will develop their laboratory skills and experience, apply and extend their knowledge, skills and experience from Year 2

To provide evidence of competence for presentation in the Institute of Biomedical Science (IBMS) Registration Portfolio for the Certificate of Competence in order to be eligible to apply for registration with the HCPC and for presentation to HEE.

All of the above are focused on service need, patient care/pathway and continuous service improvement. The module combines and integrates both academic and work-based learning and has a strong patient and clinical focus.

Outline Syllabus

The syllabus for this module is defined by the Health Professions Council Standards of Proficiency and/or equivalent HEE standards. In this module you will acquire new competencies relating to Standards of Proficiency and further develop those acquired at levels 1 and 2. (see subject specific skills)

This syllabus requires students to work directly with patients including a clinical encounter. This could be a ward/clinic visit, testing samples at the point of care, phlebotomy and interact with other healthcare professionals. Students should be able to communicate effectively with patients in the workplace with respect to patient-centered care.

The standards and competencies addressed in this module will relate to the reflective statement and associated assignments and the competencies negotiated in your annual learning contract.

Learning Outcomes

1	To further develop knowledge and understanding of the roles of interprofessional working in the patient journey and further develop knowledge and understanding of clinical governance.
2	To critically appraise, review and reflect on the application of the competencies that you have achieved to your working environment with minimal tutor support.
3	To further develop a reflective approach to practice. To further reflect on the contribution of Life Sciences to patient care, considering how your learning will influence your future practice as a healthcare science practitioner
4	With minimal supervision perform a range of laboratory skills adhering to health and safety regulations, and behaving in a professional manner in accordance with Good Scientific Practice.
5	With minimal tutor support demonstrate competency in the range of HCPC Standards of Proficiency and equivalent HEE standards as agreed between you, your workplace tutor and the course tutor, demonstrate knowledge and understanding as applied to appropriate competences.
6	Understand the work of the healthcare science workforce and explain how it contributes to the patient pathways relevant to each area of their placement.
7	With minimal tutor support perform safe and secure receipt, handling, storage and disposal of biological specimens, work with laboratory information systems and perform a range of basic laboratory techniques.
8	Be able to perform a range of core methods relevant to their placement following standard operating procedures to the required quality standard.
9	Be expected to build their professional practice and practise safely in the workplace.

10	Be expected to use critical reflection to review and improve their performance in the workplace and develop skills to promote continuous professional development.
11	The content of the learning outcomes and competencies achieved will address the HCPC Standards of Proficiency 14, 10, 11, 12, 15 and equivalent HEE standards.
12	Employ communication skills, work with others, use IT Skills and apply numerical techniques.
13	Ensure that the needs and wishes of the patient are central to their care and understand the importance of developing and maintaining the patient-professional partnership.

Learning, Teaching and Assessment Strategy

Seminars, directed study will include experiential and theoretical learning of the range of competencies defined in the Health Professions Council Standards of Proficiency and/or equivalent HCSETB standards and the compilation of evidence to demonstrate that competency. Reflection will be further developed through the use of a learning log.

Mode of Assessment				
Type	Method	Description	Length	Weighting
Summative	Coursework	Written Assignment (A) (including a personal testimony and witness statement relating to personal responsibility and development)	-2000 words	25%
Summative	Coursework	Written Assignment (C) (including a vertical audit and the evaluation of an adverse incident)	-2000 words	25%
Summative	Coursework	Written assignment (D) (including an Observed clinical event and how to resolve a problem with an analytical method)	-2000 words	25%
Summative	Coursework	Written Assignment (B) (including reflection on a set of results)	-2000 words	25%
Summative	Clinical Assessment	Completion of the portfolio of evidence that you have achieved HCPC and/or HEE standards (pass/fail)		%

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>.

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.