

Module Details	
Module Title:	Employability and Professional Development
Module Code:	PAR6007-B
Academic Year:	2019-20
Credit Rating:	20
School:	School of Allied Health Professions and Midwifery
Subject Area:	Physiotherapy and Rehabilitation
FHEQ Level:	FHEQ Level 6
Pre-requisites:	
Co-requisites:	

Contact Hours	
Type	Hours
Seminar	30
Practical classes and workshops	10
Directed Study	160

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 2 (Feb - May)

Module Aims
To demonstrate the knowledge and skills required to equip the student's for the transition into employment and professional registration.

Outline Syllabus
Reflection and portfolio development. HCPC and CSP standards. Knowledge Skills Framework: Communication, Personal & People Development, Health, Safety & Security, Service Improvement, Quality, Equality & Diversity, Health & Wellbeing. Scope of Practice. Service User & Carer involvement in CPD.

Entrepreneurship.
Enterprise.
Service improvement/development.
CV Interview and job application skills.
Transition from student to graduate requirements.
Exploring professional boundaries.
Graduate style short skills based courses.
Human Factors.

Learning Outcomes

1	1.1 Identify the skills and range of knowledge required in continuing professional development according to accepted professional standards and codes 1.2 Identify and evaluate professional scope of practice in the context of Inter-professional and multi-agency working.
2	2.1 Critically evaluate professional standards & career frameworks to inform your own development 2.2 Demonstrate & critically evaluate the skills required for employment in your chosen profession 2.3 Critically evaluate the role of service users in professional & service development 2.4 Evaluate professional scope of practice in the context of Inter-professional & multi-agency working. 2.5 Critically reflect on the development of your learning in becoming a collaborative practitioner 2.6 Critically evaluate how human factors impact on the development of organisational policy, procedure
3	3.1 Generate an eportfolio of evidence to professional & academic standards 3.2 Apply reflective processes to own learning & knowledge in developing as a physiotherapist 3.3 Use e-portfolio software 3.4 Use knowledge, experience & research to enhance employability 3.5 Communicate information at a graduate employment level standard 3.6 Demonstrate the ability to work in accordance with the code of ethics appropriate to HCPC

Learning, Teaching and Assessment Strategy

Teaching will focus on the theme of demonstrating the achievement of employment related professional skills and standards in relation to self, others and local services. This will be achieved by students engaging in a series of key research informed activities designed to explore how professional standards and continuing professional development can be evidenced for employment (LO1, 3, 4, 5,6) These activities will include enterprise, entrepreneurship, CV writing, application forms, interview preparation and practice. In addition students will engage in themed 'short course style' sessions on a series of negotiable professional skills (LO9, 10, 11) will be encouraged to support all activities with an ongoing portfolio of evidence.

Formative assessment and feedback will be available through individual & group tutorial sessions and via the e-portfolio to facilitate development of the summative e-portfolio bringing together all the learning to demonstrate that all elements of the learning outcomes have been achieved.

Mode of Assessment				
Type	Method	Description	Length	Weighting
Summative	Coursework	e-portfolio - 2000 word commentary with supporting evidence	0-2000 words	100%

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.