1. **Title of the module**

WKBL8380 (WL838) - Professional Standard Setting for Professional Practice

1. **School or partner institution which will be responsible for management of the module**

Centre for Professional Practice

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn Spring Summer

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

PG Cert/PG Diploma MSc in Advanced and Specialist Healthcare (Applied Dental Professional Practice)

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Critically evaluate the contemporary evidence based bases available to ethically evolve and professional standard setting within an appropriate workplace setting.

8.2 Critical understanding of the purpose of professional standard setting and measuring and continuous professional development within professional discipline, as it links to professionalism and leadership within the wider context.

8.3 Demonstrate an ability to critically reflect and evaluate own performance in order to ethically advance own professional practice within the limits current regulation.

8.4 Design and evaluate an audit tool and process which is applied suitably for raising professional standards within a workplace setting.

8.5 Demonstrate the ability to apply literature and publications and the process of audit within ethically based practice within an appropriate workplace setting.

8.6 Critical understanding of the factors associated to managing change, including the delivery of education, to improve professional standards within an appropriate workplace setting.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Show evidence of critical self-reflection and the ability to enhance professional competence on the basis of feedback from self and others.

9.2 Communicate with clarity in both the academic and professional setting to a range of audiences and using a variety of approaches.

9.3 Show a capacity for autonomous learning and the ability to access professional resources including others, as appropriate.

9.4 Show ability to effectively manage and present complex information using a comprehensive range of learning resources.

9.5 Demonstrate competence in the use of audio-visual media and equipment.

1. **A synopsis of the curriculum**

This module covers themes which are considered fundamental to competent and safe practice standards. The module outlines the principles of professional standard setting and explores professional roles. During this module students will gain a critical understanding of the processes and protocols require when conducting audits within a workplace setting and the challenges associated with change management.

Throughout the module students are encouraged to approach the overarching theme from a perspective of whole team responsibility, thereby ensuring that contemporary practice informs and is reflected in all areas of professional activity. To this end, as well as demonstrating the process of audit, students will design and evaluate an evidenced informed audit tool, which is pertinent to quality improvement within contemporary practice.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Care Quality Commission - A New System of Registration – Guide for providers of primary dental care. http://www.cqc.org.uk/\_db/\_documents/8788-CQC-Dentists-Revised\_FINAL-300101.pdf

Chambers, R., Boath, E. and Rogers, D. (2007) Clinical Effectiveness and Clinical Governance Made Easy. 4th Revised Edition.London:Radcliffe Publishing Ltd.

Department of Health, Social Services and Public Safety, Northern Ireland (2011) Minimum Standards For Dental Care and Treatment. Belfast. http://www.rqia.org.uk/cms\_resources/Min\_Stds\_Dental\_Mar11.pdf

Dhamija, B., Keane, M., Shen Low, C., and Ghosh, R (2012) Clinical Audit for Doctors and Healthcare Professionals: A comprehensive guide to best practice as part of clinical governance. 2nd Edition. London: BPP Learning Media.

1. **Learning and teaching methods**

Total contact hours: 45

Private study hours: 255

Total study hours: 300

1. **Assessment methods**
   1. Main assessment methods

Oral Presentation 1 15 minutes 20%

Audit Report 5000 words 60%

Presentation (oral/poster) 2 15 minutes 20%

All elements of the assessment must be passed to successfully complete the module.

13.2 Reassessment methods

Like for like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Pre-learning Guided Study Package |  | **X** | **X** | **X** | **X** | **X** |  |  | **X** | **X** | **X** |
| Lectures and Seminars | **X** | **X** | **X** | **X** | **X** |  |  | **X** |  |  |  |
| Tutorials |  |  |  | **X** | **X** | **X** | **X** |  | **X** |  |  |
| Student led Seminars and Action Learning Sets | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |  |
| Self Study and reflection | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Work based Application |  |  |  | **X** | **X** | **X** |  | **X** | **X** |  | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Oral Presentation 1 | **X** | **X** |  |  | **X** |  |  |  | **X** | **X** | **X** |
| Audit Report |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |
| Presentation 2 | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Medway

1. **Internationalisation**

The module draws on the tutor expertise covering both transdisciplinary and international context and backgrounds. The module is supported by CPP which is located within Social Science and therefore will be able to draw on the expertise of an international Faculty, should that be required. The methods and techniques that are being delivered reflect developments in an evidence-based subject area drawn from international sources. Grasping the subject specific learning outcomes will furnish students with the ability to operate and apply the principles research skills within a professional and workplace setting and, should it be necessary to do so, in a broader worldwide setting.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 25/06/2018 | Major | September 2019 | 1, 8, 10 |  |
| 18/12/2019 | Major | January 2021 | 8, 10, 13 | No |

Revised FSO Jan 2018