****

**MA Advanced Professional Practice**

**HEALTH AND SOCIAL CARE COURSES**

**TO SUPPORT INTEGRATED LEARNING AND DEVELOPMENT**

**MODULE HANDBOOK**

***2023/2024***

**MODULE 1**

**Professional Agency and Identity**

**MODULE 2**

**Advancing a culture of safety and quality for health and social care**

**MODULE 3**

**Individuals and inter-professional teams**

**This module handbook covers content on the three modules above.**

**Further information on MA Advanced Professional Practice is available in the full programme handbook.**

**The information represents the outcome of a formal University of Chichester approval procedure.**

**It cannot be changed except by one of the minor change procedures described in the**

***Handbook for the Enhancement of Quality and the Maintenance of Standards.***

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**Tutor List (available at the start of the academic year)**

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1.**INTRODUCTION**

This module handbook contains much of the administrative information you will need to guide you through the modules; please treat it as a working document which you can refer to and amend as necessary.

The University of Chichester is committed to each and every student, their learning experience and environment. The University Student Handbook is a valuable resource for all students which is designed to help you find out more about facilities, procedures, policies and sources of help at the University. For example, you can find out information about attendance; student copyright and intellectual property; mitigating circumstances; academic malpractice; transcripts; and appeals. You will also find information on things that are less directly related to the programme specifically, such as council tax and counselling.

Each Module Leader in the MA APP team has substantial professional experience in health, social care organisations, or other public service organisations and is deemed credible to work at Masters level, in accordance with the ‘University of Chichester Taught Postgraduate Awards Framework: Definitive Document, October 2015/16.

In addition, we would like to draw your attention to our Student Protection Plan on the University website. Every University in the sector is now required to have a Student Protection Plan, approved by the Office for Students, explaining to students the actions which need to be taken in the event that a risk to the continuation of their studies arose. The plan is updated annually with input from the Students’ Union https://www.chi.ac.uk/search/course-search/student-contract .

* 1. ***Timetabling***

You can access your academic timetable with the following link [timetable](https://tarb.chi.ac.uk/timetable/live-1516/default.aspx). If you have any queries surrounding your modules, seminars or practical sessions you should contact the Modular team on [modular@chi.ac.uk](mailto:modular@chi.ac.uk) in the first instance, or visit them at the enquiry desk in Academic Registry at the Bishop Otter Campus.

* 1. ***Moodle – University of Chichester Learning Platform***

The University of Chichester’s intranet system uses [Moodle](http://moodle.chi.ac.uk/course/view.php?id=70270) as a medium for student communication, and the provision of information electronically. This is widely used by staff and students to provide information about modules and to publicise various events at the University. Please ensure that you familiarise yourself with this system and check your messages on a regular basis. One of your first sessions after registration will involve an induction session on Moodle.

Moodle is your Virtual Learning Environment (VLE). Your academic modules are listed on the My Moodle page you see when you log in. Please contact the [Student Information Zone (SIZ)](http://www.chi.ac.uk/study-us/student-services/support-and-information-zone) if you are missing any modules. The Support and Information Zone (SIZ) is your first point of contact for many University services.

* 1. ***Attendance Rules***

There is an expectation that students will attend **80%** of the 5 day taught sessions per module. In addition, employers will be required to agree a minimum of **2 study days** to enable students to successfully complete course work.

* 1. ***Course Fees***

Students will be expected to pay directly or seek employer support for attendance at five face to face taught days. The fees are **£714.00 per module**.

* 1. **Study and Library Services**

<https://moodle.chi.ac.uk/course/view.php?id=62812&sectionid=209725>

[Course: University Study Skills, Section: Pre-recorded Workshops](https://moodle.chi.ac.uk/course/view.php?id=62812&sectionid=209725)

**Michelle Farndell, Subject Librarian**  
Library Office, 1st Floor, LRC BOC, Ext: 6085, Tel: 01243 816085, [m.farndell@chi.ac.uk](mailto:m.farndell@chi.ac.uk)

**Alison Wright, Academic Skills Advisor,** Tel: 01243 816049, [Alison.wright@chi.ac.uk](mailto:Alison.wright@chi.ac.uk).

**2.MA Advanced Professional Practice - AWARDS**

***2.1 What award will I achieve?***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Postgraduate Certificate (PG Cert)** |  | **Postgraduate**  **Diploma (PG Dip)** |  | **Masters** |
|  |  |  |  |  |
| Award Requirements  **60 credits** |  | Award Requirements  **120 credits** (60 credits + 60 credits from PGCert) |  | Award Requirements  **180 credits** (60 credits + 120 credits from PG Cert) |
|  |  |  |  |  |
| **PG Certificate Advanced**  **Professional Practice** |  | **PG Diploma Advanced**  **Professional Practice** |  | **MA Advanced Professional Practice** |
| **Core Modules** |  | **Core Module**  **20 credits**  Advanced Critical Analysis and Decision Making  Optional modules to the value of 40 credits |  | **Compulsory Module**  **60 credits**  Advanced Research Methods and Dissertation |
|  |  |  |  |  |

* 1. ***Who is the awarding body?***

The awarding body will be the **University of Chichester** which is located on the Bishop Otter campus in Chichester. The teaching will take place here.

* 1. ***Beyond the three modules***

The modules are part of the MA APP and enable you to exit either after each one or when you complete the full set with academic credits. If you wish to continue on the MA APP you can access other modules and exit with a postgraduate diploma (after successful completion of 120 credits) or achieve a Masters degree after successfully achieving 180 modules. You have a maximum of seven years from the first enrolment in which to complete the full Masters programme including periods on intermission.

**3.MODULES**

The postgraduate certificate comprises three modules (units of learning) which can be taken alone or as a set. Each module attracts 20 credits. Students with 60 credits can leave or exit with a Postgraduate Certificate after successful completion. The modules (full descriptors below) can be taken in one academic year or spread over time.

A study plan will be agreed with an allocated academic tutor at the point of admission and registration.

Assessment rules are set out in:

* the MA Advanced Professional Practice Handbook; and
* the University of Chichester guidelines.

**Module 1: Professional Agency and Identity**

The purpose of this module is to support students to explore the topics of professional identity and agency through the lens of the Ring Theory of Personhood in order to reflect on how their own professional identity and behaviours may influence them when working in complex multi-professional team environments and support increased confidence and effectiveness within their own roles and practice environments.

Students will be supported to explore their own professional identity and agency using examples from their own experience, theoretical learning provided through seminars, reading and shared group activities including academic poster development and presentation to peers.

**Monday, 10:00am-4:00pm**

|  |  |  |  |
| --- | --- | --- | --- |
| **DATE** | **AIMS** | **CONTENT** | **LECTURER** |
| 25/09/23 | To provide an induction to the University.  To introduce course content and consider assessment. | Models and theories including the Ring Theory of Personhood. |  |
| 30/10/23 | To examine professional identity, interests, goals and motivations. | Professional and ethical commitments in collaborative working.  Individual and group influences.  Unique knowledge, experience and competency.  Individual behaviour and agency.  Professional voice in an integrated service context. This session will include the acting coaching for presentation of self in different settings. |  |
| 27/11/23 | To examine professional agency, self-control and self-management. | Civility saves lives.  Organisational contexts.  Collaborative working environments and conditions.  Interprofessional relationships. Individual and team performance.  Influences, choices and stances.  Designing a professional poster |  |
| 08/01/24 | Peer presentations.  Peer feedback.  Poster development. | Professional agency and identity in an integrated context. |  |
| ***Mid-day 05/02/24*** |  | | |

**Module 2: Professional Culture, Safety and Quality**

The purpose of this module is to support students as they explore the impact of professional culture on safety and quality utilising the lens of the Ring Theory of Personhood. Through development of their own practice-based quality/safety project and evaluation of this in a written article for publication students will gain confidence to enhance quality and safety within their own roles and practice environments.

Students will be supported to explore their own understanding of how professional culture and wider socio-technical, political and institutional culture impacts quality and safety using examples from their own experience, theoretical learning provided through seminars, reading and shared group activities.

**Monday, 10:00am-4:00pm**

|  |  |  |  |
| --- | --- | --- | --- |
| **DATE** | **AIMS** | **CONTENT** | **LECTURER** |
| 26/02/24 | To introduce the module and assignments including quality/safety project. | Professional culture.  Defining quality and safety.  The Ring Theory of Personhood  Project outline |  |
| 25/03/24 | To examine everyday practice culture on safety and quality. | Cultural, socio-technical influences.  Political and institutional forces.  Quality and safety across organisations.  Patient safety. |  |
| 22/04/24 | To consider professional trust in contemporary workplaces. | ‘What gets in the way’  Barriers, blocks and constraints.  Challenging, mitigation and navigating skills.  Interprofessional measures to enhance quality and safety. |  |
| 20/05/24 | Integrating organisational cultures and methods of working. | Shared visions of integrated working.  Mitigating organisational differences.  Ethics and values.  Social exclusion and life chances. |  |
| ***Mid-day***  ***24/06/24*** | SUMMATIVE ASSIGNMENT SUBMISSION  Criteria in module descriptor below. | | |

**Module 3: Interprofessional Team Working**

This module will support students on their learning journey as they explore their own interprofessional approaches and those of other teams and organisations. Students will be encouraged to collaborate on projects involving strategic service improvement targets and partnership working. The Ring Theory of Personhood (used in the modules: Professional Identity and Professional Cultures) will provide a theoretical foundation to build individual and team frameworks which support multi-professional team cultures and safe/caring environments.

**Monday, 10:00am-4:00pm**

|  |  |  |  |
| --- | --- | --- | --- |
| **DATE** | **AIMS** | **CONTENT** | **LECTURER** |
| 03/06/24 | Module introduction and assessment  To examine models of team working.  To compare UK approaches to those used in other countries. | Global theories and models.  The Ring Theory of Personhood. |  |
| 04/06/24 | To consider teams, tribes and ethos. | Organisational approaches to integrated teams.  Hierarchies, tribes and communities of practice.  In and out groups.  Inclusion and exclusion.  Diversity and difference. |  |
| 01/07/24 | To assess role construction and boundary setting in organisations. | Institutional and structural barriers. Interprofessional communication.  Understanding of roles and responsibilities.  Overcoming challenges. |  |
| 22/07/24 | To scrutinise the impact of professional autonomy on others. | The impact of professional barriers.  The influence of hierarchies.  Systems and structures.  Autonomy and collaboration. |  |
| ***Mid-day***  ***19/08/24*** | SUMMATIVE ASSIGNMENT SUBMISSION  Criteria in module descriptor below. | | |

**4.MODULE DESCRIPTORS**

**MODULE 1**

|  |  |  |
| --- | --- | --- |
| Module code | *(To be assigned by Academic Registry)* | |
| Title | **Professional Agency and Identity** | |
| Programme | MA Advanced Professional Practice | |
| Level | **7** | |
| Credits | **20** | |
| ECTS\* | **10** | |
| Contact time | Directed learning: 30 hours | |
| Independent learning: 10 hours | |
| Acceptable for | MA and MSc Advanced Professional Practice | |
| Excluded combinations | Not applicable | |
| Mandatory/Optional | Core Postgraduate Diploma | |
| Module Co-ordinator | TBC | |
| Description | | |
| **The aims of this module are to:**   * equip practitioners with a theoretical and practical understanding of the concepts of professional agency and professional identity; * promote understanding of self in relation to others; * increase individual confidence and self-esteem; * support the individual in reflecting on how professional identity and actions may impact on daily practice; and * enable individuals to work effectively as members of multi-professional teams and organisations. | | |
| Outline Syllabus & Teaching & Learning Methods | | |
| **Indicative Curriculum content:**  The following theories, concepts and ideas will be explored in the context of professional identity and professional agency:   * generating and constructing knowledge on identity formation; * self-control and self-management; * the impact of contextual conditions; * individual agency; * power relations and civility in the workplace; * individual behaviour, working relationships and performance; * personal and work identities; * professional and ethical commitments; * personal interests, goals and motivations; * knowledge, experience and competency; * challenges and clashes; and * influences, choices and stances.   Professional identity will be explored through a critique of Ring Theory of Personhood (RtOP). This model will be used to enable:   * reflective exploration of self; * understanding of how identity and agency can support multi-professional team working; and * self-care and professional outcomes. | | |
| Intended Learning Outcomes | | How assessed\*\* |
| On completion of the module students will be able to demonstrate how to:   * critically evaluate, extend and apply knowledge; * use specialist knowledge and skills used to inform and enhance own practice and the practice of others; * communicate, exchange and disseminate knowledge; * adhere to professional ethics and values; * collaborate with service users, patients and other professionals. | | Presentation and essay |
| Cognitive Skills, Practical, Transferable Skills, and Professional Competencies | | |
| Students will be supported to explore their own professional identity and agency using examples from their own experience, theoretical learning provided through seminars, reading and shared group activities including academic presentation and publishing skills.  There is an expectation that students will be able to:   * relate relevant theories to multi-professional practice; * utilise knowledge to make joint decisions; * formulate and present clear, critical, oral and written arguments; * critique, analyse and review research evidence; * solve problems collaboratively; * demonstrate reflective and reflexive skills; * communicate, network and engage; * contribute to group discussions and seminars; * present project results and findings; * plan, prepare and self-manage; and * understand use of self in complex situations. | | |
| Assessment Scheme | | Weighting % |
| Formative\*\*\*:  **The impact of personal agency**  All students will prepare and present an 8-minute reflection to the student group and to staff.  The student group will be encouraged to:   * offer constructive peer feedback; * reflect on learning from the process; and * make links to the summative poster and reflective account.   **Learning strategy**  A form will be used by staff and students to give individual feedback on:   * presentation approach; * visual and written content; * use of evidence; * knowledge and understanding; * critical reflection; * ethics and values; * relevance to topic and profession. | | 0% |
| Assessment Scheme | | Weighting % |
| Summative:  **Assessment criteria**  **PART 1 – 50%**  **Professional Practice Reflection – 1,500 words**  Students will be expected to identify and reflect on:   * one example of professional identity; and * one example of professional agency.   The reflection will be supported by a review of relevant literature.  **Assessment Criteria**  Assignments will be marked on evidence of the following:   * the ability to critically evaluate, extend and apply knowledge to inform and enhance individual practice; * proficient written and communication skills; * professional ethics and values; * collaborative practice; * understanding of the needs of service users, patients and other professionals; * good library, referencing and research skills; * satisfactory grammar, spelling and presentation.   **PART 2 – 50%**  **Poster and 10-minute video presentation – equivalent of 1,500 words**  A poster and presentation will demonstrate understanding of the impact of:   * professional agency; * professional identity; and * professional standards and codes of ethics.   **Assessment Criteria**  The assignment will be marked on the following:   * presentation approach; * visual and written content; * use of evidence of knowledge and understanding; * critical reflection; * ethics and values; * relevance to topic and profession. | | 50%  50% |
| Re-assessment Scheme | | Weighting % |
| Summative:  Resubmission of the professional practice reflection (50%)  Resubmission of the poster (50%)  **Assessment criteria – as above** | |  |
| Indicative Reading Lists/Key Texts/Websites/Other resources | | |
| Carter, T.J, Boden, C.J and Peno, K. Eds. (2019) T*ransformative learning in healthcare and helping professions education: building resilient professional identities* (adult learning in professional, organizational, and community settings), Information Age Publishing Inc, USA.Ellis, R. & Hogard, E., Eds. (2021) Professional identity in the caring professions: meaning, measurement and mastery, Routledge, Oxon.Etelapelto, A., Vahasantanen, K., Hokka, P. and Paloniemi, S. (2013) What is Agency? Conceptualizing professional agency at work, *Educational Research Review* 10: 45–65Krishna L.K.R., Alsuwaigh R. (2015) Understanding the fluid nature of personhood–the ring theory of personhood, *Bioethics*, 29(3):171- 181.Richards, H. and Malomo, M., Eds . (2022*) Developing your professional identity: a guide for working with children and families*, Critical Publishing, St Albans.Sarraf-Yazdi, S., Neng Teo, Y., Ern Hui How, A., Hao Teo, Y., Goh, S,. Shumin Kow, S, Yi Lamw., Si Man Wong, R. Zakirah Binte Ghazali, H, Kei Lauw, S., Rui Ming Tan. J, Bing Qian Lee, B., Ting Ong,Y. , Pei Xin Chan, N., Wei Shuen Cheong, C., Haidah Ahmad Kamal, N., Sze Inn Lee, A., Hui En Tan, L., Mien Chew Chin, A. , Chiam, M., and Kumar Radha Krishna, L. (2021) A Scoping Review of Professional Identity Formation, Undergraduate Medical Education *J Gen Intern Med* 36(11):3511–21 | | |

**\*** ECTS (European Credit Transfer and Accumulation System): Framework for Qualifications of the

European Higher Education Area recommend that two UK credits are equivalent to one ECTS credit

**\*\*** e.g. examination, presentation, coursework, performance, case study, portfolio, etc.

**\*\*\*** [QAA Glossary](https://www.qaa.ac.uk/docs/qaa/guidance/qaa-glossary.pdf): Formative assessment comprises feedback on students' performance, designed to help them learn more effectively and find ways to maintain and improve their progress. It does not contribute to the final mark, grade or class of degree awarded to the student**.** See also summative assessment, which is a formal assessment of students' work, contributing to the final result.

**\*\*\*\*** Must be provided for each assessment task

**MODULE 2**

|  |  |  |
| --- | --- | --- |
| Module code | *(To be assigned by Academic Registry)* | |
| Title | **Professional Culture, Safety and Quality** | |
| Programme | MA Advanced Professional Practice | |
| Level | **7** | |
| Credits | **20** | |
| ECTS\* | **10** | |
| Contact time | Directed learning: 30 hours | |
| Independent learning: 10 hours | |
| Acceptable for | MA and MSc Advanced Professional Practice | |
| Excluded combinations | Not applicable | |
| Mandatory/Optional | Core Postgraduate Diploma | |
| Module Co-ordinator | TBC | |
| Description | | |
| **AIMS**  The Ring Theory of Personhood introduced in the Module: Professional Identity will be used to further develop theoretical and practice responses to professional culture, safety and quality. This module will support practitioners to:   * improve self-confidence, change management strategies and challenging skills; * gain knowledge of adult learning styles used in management and supervision; * understand internal and external work-based quality and safety policies and procedures; * examine trust, safety and issues which ‘get in the way’ of good practice; * consider ethical challenges in emergency and crisis situations; and * reflect on ways to mitigate and enhance quality and safety. | | |
| Outline Syllabus & Teaching & Learning Methods | | |
| **Indicative Curriculum content:**  The Ring Theory of Personhood (RtOP) will inform student learning and reflective exploration of:   * self in relation to organisational cultures; * multi-professional team working; and * self-care and professional outcomes.   The students will undertake a range of learning activities to explore the following:   * What is quality and safety in professional culture - does it mean the same to everyone? * What is the impact of cultural, socio-technical, political and institutional forces on quality and safety within everyday practice? * Is there a shared vision and system thinking? * Why is quality critical to those in receipt of public services? * Is there sufficient public trust in professional management and decision making?   The students will be introduced to the following theories, concepts and ideas:   * generating and constructing knowledge on culture, safety and quality; * self-control and self-management; * the impact of contextual conditions on quality and safety; * the impact of cultural and professional perspectives; * system thinking; * consumer perspectives on quality and safety; * human factors and managing change; and * ethical decision making in context. | | |
| Intended Learning Outcomes | | How assessed\*\* |
| On completion of the module students will be able to:   * critically evaluate, extend and apply knowledge to inform own practice and the practice of others; * demonstrate how specialist knowledge and skills can inform and enhance quality and safety; * communicate and disseminate results and findings; * adhere to professional ethics and values; * collaborate with service users, patients and other professionals; and * write the assignment with the ambition to submit it as an article for publication. | | i.e. presentation, essay |
| Cognitive Skills, Practical, Transferable Skills, and Professional Competencies | | |
| Students will be expected explore professional culture, safety and quality from within their own professional perspective through a focus on a work-based quality/safety improvement project.Theoretical learning will be provided through seminars, reading, writing and shared group activities. Students will be expected to:   * relate relevant theories to multi-professional practice; * utilise knowledge to inform collaborative management decisions; * formulate and present clear, critical, oral and written arguments; * critique, analyse and review research evidence; * solve problems collaboratively; * demonstrate reflective and reflexive skills; * communicate, network and engage; * contribute to group discussions and seminars; * present project results and findings; * demonstrate research, writing, presentation and publishing skills; * plan, prepare and self-manage; and * understand use of self in complex situations. | | |
| Assessment Scheme | | Weighting % |
| Formative\*\*\*:  **The impact of my professional culture on quality and safety.**  All students will prepare and present a 5-minute reflection from their own professional perspective to share with the student group and to staff.  The student group will be encouraged to:   * offer constructive peer feedback; * reflect on learning from the process; and * make links to the summative reflective account.   **Learning strategy**  A form will be used by staff and students to give individual feedback on:   * presentation approach; * visual and written content; * use of evidence; * knowledge and understanding; * critical reflection; * ethics and values; and * relevance to topic and profession. | | 0% |
| Assessment Scheme | | Weighting % |
| Summative:  **Assessment criteria**  **PART 1 – 70%**  2000-word assignment written in the format of an article for publication presenting & critiquing a practice based quality/safety project & application in practice.  **PART 2 - 30%**  1000-word reflective account of their learning journey during development of the quality/safety project.  The reflection will be supported by a review of relevant literature and an up-to-date reference list.  **Assessment Criteria**  *Assignments will be marked on evidence of the following:*   * understanding of the impact of professional culture on quality and safety within the context of students own professional role/practice; * awareness of how wider cultural socio-technical, political and institutional forces impact everyday quality and safety within the context of students own professional role/practice; * ability to critically evaluate and present their practice-based project and reflection on how this understanding may be applied to enhance professional practice; * proficient written and communication skills; * professional ethics and values; * collaborative practice; * understanding of the needs of service users, patients and other professionals; * good library, referencing and research skills; and * satisfactory grammar, spelling and presentation. | | 70%  30% |
| Re-assessment Scheme | | Weighting % |
| Summative:  Resubmission of the article for publication 2000 words (70%)  Resubmission of the reflective account 1000 words (30%)  **Assessment criteria – as above** | |  |
| Indicative Reading Lists/Key Texts/Websites/Other resources | | |
| Braithwaite, J, Hollnagel, E. & Hunte, G.S. (2019) *Working Across Boundaries: Resilient Health Care Volume 5,* CRC Press, Florida.Edmondson, A.C (2019) The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth, John Wiley and Sons, New Jersey.Hollnagel, E., Briathwaite, J. & Wears, R.L (2013) *Resilient Health Care,* CRC Press, Florida*.*Krishna L., Alsuwaigh R. (2015) Understanding the Fluid Nature of Personhood – the Ring Theory Of Personhood. *Bioethics,* 29(3):171- 181.Waring, J., Allen, D., Braithwaite, J. and Sandall, J. (2016) Healthcare Quality and Safety: A Review Of Policy, Practice And Research, *Sociology Of Health & Illness,* 38(2):198-215.West, E (2000) Organisational Sources Of Safety And Danger: Sociological Contributions To The Study Of Adverse Events*,* *Quality In Health Care*, 9:120-126White, D., Suter, E., Parboosingh, I.J., & Taylor, E. (2008) Communities of Practice: Creating Opportunities To Enhance Quality of Care And Safe Practices*,* *Healthcare Quarterly*, 11:80-84 | | |

**\*** ECTS (European Credit Transfer and Accumulation System): Framework for Qualifications of the

European Higher Education Area recommend that two UK credits are equivalent to one ECTS credit

**\*\*** e.g. examination, presentation, coursework, performance, case study, portfolio, etc.

**\*\*\*** [QAA Glossary](https://www.qaa.ac.uk/docs/qaa/guidance/qaa-glossary.pdf): Formative assessment comprises feedback on students' performance, designed to help them learn more effectively and find ways to maintain and improve their progress. It does not contribute to the final mark, grade or class of degree awarded to the student**.** See also summative assessment, which is a formal assessment of students' work, contributing to the final result.

**\*\*\*\*** Must be provided for each assessment task

**MODULE 3**

|  |  |  |
| --- | --- | --- |
| Module code | *(To be assigned by Academic Registry)* | |
| Title | **Interprofessional Team Working** | |
| Programme | MA Advanced Professional Practice | |
| Level | **7** | |
| Credits | **20** | |
| ECTS\* | **10** | |
| Contact time | Directed learning: 30 hours | |
| Independent learning: 10 hours | |
| Acceptable for | MA and MSc Advanced Professional Practice | |
| Excluded combinations | Not applicable | |
| Mandatory/Optional | Core Postgraduate Diploma | |
| Module Co-ordinator | TBC | |
| Description | | |
| **AIMS**  This module will support students on their learning journey as they explore their own interprofessional approaches and those of other teams and organisations. Students will be encouraged to collaborate on projects involving strategic service improvement targets and partnership working. The Ring Theory of Personhood (used in the modules: Professional Identity and Professional Cultures) will provide a theoretical foundation to build individual and team frameworks which support multi-professional team cultures and safe/caring environments. | | |
| Outline Syllabus & Teaching & Learning Methods | | |
| **Indicative Curriculum content:**  The Ring Theory of Personhood (RtOP) will inform student learning and reflective exploration of:   * use of self in collaborative partnerships; * multi-professional team working; and * leadership, management and supervision; * quality, well-being and safety in the workplace; * valuing staff; and * competency and professional development   The students will undertake a range of learning activities to explore the following:   * What is the meaning of team work in interprofessional contexts? * How are team cultures developed? * Who is in power and control? * Is there a shared vision and system thinking? * How do systems and structures inform good practice? * What happens to teams at times of crisis and emergency? * What are the political and institutional influences? * How does social and media attention effect teams and organisations? * Why is joint working and communication good for public services?   The students will be introduced to the following theories, concepts and ideas:   * Managing and leading teams. * National and international models for effective interprofessional team working. * Barriers and challenges. * Teams, tribes, roles and responsibilities. * Role construction and boundary setting. * Autonomy, decision making and professional status. * Team identities and group think. * Power relations and civility in the workplace. * Professional values and ethics. * Personal interests, goals and motivations. * Capacity and competency. * Legal and policy constraints. * Public and media perceptions. * Team power, clashes, positions and influences. | | |
| Intended Learning Outcomes | | How assessed\*\* |
| On completion of the module students will be able to:   * critically evaluate, extend and apply knowledge to support team working; * demonstrate how specialist knowledge and skills can inform and develop individual, team and institutional structures and systems; * enhance communication, networking and relationship skills; * use moral and ethical judgements in challenging and complex situations; * challenge colleagues across professional levels, pathways and hierarchies; * support and advocate for service users, patients and other professionals; and * collect and share research evidence on good team working practice. | | A portfolio |
| Cognitive Skills, Practical, Transferable Skills, and Professional Competencies | | |
| Students will be expected to explore their role, position and standing on teams within their own and related organisations. Theoretical learning will be provided through seminars, reading, writing and group-based portfolio building activities. Through such methods students will be expected to build a reflective portfolio which demonstrates application of learning rooted in:   * relevant theories on inter-professional practice; * knowledge relating to team-based decisions; * clear, critical, oral and written arguments; * critical analysis and review of research evidence; * problem-solving in student groups and workplace teams; * reflective and reflexive skills; * communicating, networking and engaging with internal and external teams; * team discussions and seminars; * research, writing and presentation skills; * planning, preparation and self-management; and * use of self in complex situations. | | |
| Assessment Scheme | | Weighting % |
| Formative\*\*\*:  **Learning Strategy**  Class based group guidance and feedback will be provided through direct teaching and exercises. Students will be placed in work-related project teams. Goals will be provided which exemplify times of pressure and stress as well as times of calm. Students will be expected to research and develop ideas on bonding, interacting, co-operating and agreeing high quality team practice.  Students will be encouraged to:   * utilise adult learning styles and methods; * keep learning logs which include thoughts and musings; and * collect a body of literature, guidance and examples of good practice from on-line, library and other relevant national and international sources. | | 0% |
| Assessment Scheme | | Weighting % |
| Summative:  Assessment criteria (indicate which ILOs are tested by each individual criterion and requirement for technical proficiency in written English)  A practice portfolio – 3,000 words  The students will be expected to identify and reflect on inter-professional teams working within and across public sector organisations.  The portfolio of evidence will include a review of relevant literature and an up-to-date reference list.  Assignment tasks will relate to strategic development and service improvement planning processes. Students will be encouraged to discuss the module with workplace teams, managers and strategic leaders with a view to receiving feedback and comment.  **Assessment Criteria**  In general students will be asked to:   * embed ideas, goals and ambitions in their own practice; * reflect on learning and development on team working; * explore education and training needs; * consider challenges to human and employee rights; * consider the impact of exclusion on the groups of race, sex, gender, neuro-diversity and difference. * build a portfolio of evidence which demonstrates continued professional development.   **The portfolio will be marked on:**   * the ability to critically evaluate, extend and apply knowledge to inform and enhance team working; * proficient written and communication skills; * professional ethics and values; * knowledge of collaborative practice; * understanding of the needs of service users, patients and other professionals; * good library, referencing and research skills; * satisfactory grammar, spelling and presentation. | | 100% |
| Re-assessment Scheme | | Weighting % |
| Summative:  Resubmission of the portfolio (100%)  **Assessment criteria – as above** | |  |
| Indicative Reading Lists/Key Texts/Websites/Other resources | | |
| De Graf, A. & Kunst, K. (2019) Your Leadership Role and Professional Identity: The Contributions Of Transactional Analysis, Systems Theory, Group Relations And Einstein, Version 2, Sherwood Publishing, Hertford, UK.Krishna L.K.R., Alsuwaigh, R. (2015) Understanding the Fluid Nature Of Personhood–The Ring Theory Of Personhood*. Bioethics*, 29(3):171- 181.Lingard, L., Vanstone, M., Durrant, M., Fleming-Carroll, B., Lowe, M., Rashotte, J., Sinclair, L., & Tallett. (2012), Conflicting Messages: Examining the Dynamics of Leadership on Interprofessional Teams *Academic Medicine*, 87(12):1762-1767.MacNaughton, K. Chreim, S and Bourgeault (2013) Role construction and boundaries in interprofessional primary health care teams: a qualitative study, *BMC Health Services Research*, 13:486.McInnes, S. Peters, K. Bonney,A & Halcomb, E (2015) An integrative review of facilitators and barriers influencing collaboration and teamwork between general practitioners and nurses working in general practice*,* *Journal of Advanced Nursing*, 71(9), 1973–1985.Schot, E., Tummers, L., and Noordegraaf, M., (2020) Working on working together. A systematic review on how healthcare professionals contribute to interprofessional collaboration*,* *Journal of Interprofessional Care,* 34:3, 332-342.Tze Yin Kuek, J., Xin Ling Ngiam, L., Haidah Ahmad Kamal, N, Long Chia, J. Pei Xin Chan, N, Bin Hanifah Marican Abdurrahman, A, Yao Ho, C., Hui En Tan, L, Leng Goh. J, Shi Qing Khoo, M., Ting Ong, Y. Chiam, M., Mien Chew Chin, A. Mason, S. & Kumar Radha Krishna, L. (2020) The impact of caring for dying patients in intensive care units on a physician’s personhood: a systematic scoping review, *Philosophy, Ethics, and Humanities in Medicine* 15:12.Van Zijl, A.L, Vermeeren, B and Koster, F. (2019) Towards sustainable local welfare systems: The effects of functional heterogeneity and team autonomy on team processes in Dutch neighbourhood teams*,* *Health and Social Care in the Community*, 27:82-92.Weller, J. Boyd, M & Cumin, D (2014) Teams, tribes and patient safety: overcoming barriers to effective teamwork in healthcare, *Postgrad Med* J 90: 149-154. | | |

**\*** ECTS (European Credit Transfer and Accumulation System): Framework for Qualifications of the

European Higher Education Area recommend that two UK credits are equivalent to one ECTS credit

**\*\*** e.g. examination, presentation, coursework, performance, case study, portfolio, etc.

**\*\*\*** [QAA Glossary](https://www.qaa.ac.uk/docs/qaa/guidance/qaa-glossary.pdf): Formative assessment comprises feedback on students' performance, designed to help them learn more effectively and find ways to maintain and improve their progress. It does not contribute to the final mark, grade or class of degree awarded to the student**.** See also summative assessment, which is a formal assessment of students' work, contributing to the final result.

**\*\*\*\*** Must be provided for each assessment task