

## Liverpool John Moores University

Title: Professional Studies  
Status: Definitive  
Code: **4013PARA** (122529)  
Version Start Date: 01-08-2020

Owning School/Faculty: Nursing and Allied Health  
Teaching School/Faculty: Health

Team	Leader
Kay Hughes	Y

**Academic Level:** FHEQ4  
**Credit Value:** 20  
**Total Delivered Hours:** 57  
**Total Learning Hours:** 200  
**Private Study:** 143

### Delivery Options

Course typically offered: Semester 2

Component	Contact Hours
Lecture	16
Online	40
Tutorial	1

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Portfolio	Portfolio	Portfolio to reflect development of study skills.	100	

### Aims

*To develop students' knowledge and understanding of the skills that enhance integrative care of patients in urgent and emergency situations.*

### Learning Outcomes

After completing the module the student should be able to:

- 1 Demonstrate enhanced skills for academic and reflective learning.
- 2 Identify how theory impacts on integrative care within the emergency and urgent services.
- 3 Explore how ambulance staff work within contemporary socio-cultural and professional contexts.
- 4 Explore how professionally completed documentation impacts on patient care

## **Learning Outcomes of Assessments**

The assessment item list is assessed via the learning outcomes listed:

Portfolio of development      1      2      3      4

## **Outline Syllabus**

*Links between theory and practice.*

*Impact of documentation on care.*

*Information technology, numeracy and literacy.*

*Academic reading; essay writing; databases.*

*Delivering oral and written presentations to influence care.*

*Working with numbers.*

*Integrative care.*

*Relating evidence based research to practice.*

*Types of research and data.*

*Models of reflection.*

*Development of reflective behaviour to improve care.*

## **Learning Activities**

Keynote lectures

Guided activities (distance)

Electronic/ mobile resources

Tutorials - group and individual

Discussion boards

Wiki development

Panopto recordings

## **Notes**

For health, care and support to be 'integrated', they must be person-centred, coordinated and tailored to the needs and preferences of the individual, their carer and family. It means moving away from episodic care to a more holistic approach to health, care and support needs, that puts the needs and experience of people at the centre of how services are organised and delivered.

This module has been designed to assist those who are novice to higher education and those who have been through an educational system prior to their professional studies. In order to achieve this goal, the syllabus offers a variety of enhanced skills for academic and reflective learning with professional considerations. The content relates directly and specifically to practice. The content of the module can be accessed through on line learning and through classroom attendance. All of the material will be available through our virtual learning platform utilising live links, recorded presentations, discussion boards and use of social media. The underpinning principle is that students are to develop their study skills whilst working collaboratively and inter professionally. They will do this by working with other professional students on formative activities prior to summarising their work and development in their summative portfolio.

1. The programme codes are 35665 and 35791, approved for a March intake. There is no PSRB requirements. The module learning outcomes are in line with the level 4 descriptors of the Framework for Higher Education Qualifications of UK Degree-Awarding Bodies.

2. The module involves classroom attendance, which is further supported by a range of learning support tools. the module is 14 weeks long and part time.

3. The criteria for admission to the module require that candidates are currently working within an NHS Trust. Candidates will have a minimum of two years' experience of front line ambulance service experience or candidates will be on the Certificate in Higher Education in Urgent and Emergency Care.

4. The final award is a Continuing Professional Development – Professional Studies, 20 credits at Level or forms 20 credits as part of the Certificate in Higher Education award.

5. The students have access to a Blackboard site and the University's other range of electronic support such as access to the electronic library facilities. The module has continued to develop with an up to date Blackboard site reflecting contemporary reading lists and links to journal articles. The module Blackboard site has also developed and now includes a number of presentations for students to access on areas such as critical writing and library support. The students also have access to the module leader through phone contact, emails and face to face meetings if this is viable. A module guide is also provided, which guides students to the wider range of support available to students.

6. The programme is assessed and run in line with the Academic Framework:

<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>.

7. Attendance is required on the planned days for the module and engagement of learning material though on line study is essential and will be available through the Blackboard site.

8. Module review 2015 /2016.

9. The methods for improving the quality and standards of learning are as follows:

- Annual monitoring Review
- Liaison and feedback from the students
- Reports from External Examiner
- Programme team ensuring the module reflects the values of the current teaching and learning strategy
- Module leader updating knowledge and skills to ensure these remain current and relevant

10. This is a standalone CPD. A specific external examiner is identified for the module. The module also sits within the Certificate in Higher Education in Urgent and Emergency Care.