

MODULE DESCRIPTOR

Module Title

Policy And Partnerships In Health

Reference	HS4118	Version	2
Created	June 2017	SCQF Level	SCQF 10
Approved	May 2015	SCQF Points	30
Amended	August 2017	ECTS Points	15

Aims of Module

To enable the student to explore, analyse and evaluate healthcare policy, differing models of practice and leadership and explore its impact on professional practice, and service provision.

Learning Outcomes for Module

On completion of this module, students are expected to be able to:

- 1 Critically discuss the policy drivers behind quality improvement and enhancement, clinical governance, partnership working and analyse the impact upon professional practice and regulation
- 2 Analyse the individual and professional roles, principles, and values on interdisciplinary team members across different agencies.
- 3 Critically evaluate the factors which impact upon the functioning of interdisciplinary and multidisciplinary teams
- 4 Discuss clinical leadership, management, and entrepreneurship within interdisciplinary and multi-agency teams and the impact of cultural, geographical and organisational factors.

Indicative Module Content

Policy development and implementation, policy analysis, current policy issues and politics and policy. The effects of policy on service delivery. Quality assurance in the public sector, clinical audit, standard setting, clinical governance, patient involvement, workforce planning, prioritisation and rationing of services. Ethical practice Professional issues ? employment issues, CPD, lifelong learning, delegation, preparation for work, PDPs. International perspectives. The nature of working in teams, co-ordination, communication. Professional values, and clinical supervision. Clinical leadership and management. Interdisciplinary health teams, multi-agency working. Expert patient and patient involvement. Patient liaison groups and patient perceptions. Influence of culture, geographical and organisational issues on partnership working. Entrepreneurship in healthcare. Business planning. Prioritisation. Clinical Education.

Module Delivery

Student led workshops and seminars.

Indicative Student Workload

	Full Time	Part Time
Contact Hours	70	N/A
Non-Contact Hours	230	N/A
Placement/Work-Based Learning Experience [Notional] Hours	N/A	N/A
TOTAL	300	N/A
<i>Actual Placement hours for professional, statutory or regulatory body</i>		

ASSESSMENT PLAN*If a major/minor model is used and box is ticked, % weightings below are indicative only.***Component 1**

Type:	Practical Exam	Weighting:	100%	Outcomes Assessed:	1, 2, 3, 4
Description:	Poster presentation				

MODULE PERFORMANCE DESCRIPTOR**Explanatory Text**

Poster presentation

Module Grade	Minimum Requirements to achieve Module Grade:
A	To be awarded an A, students must get a minimum of 3A's, 2B's and 1 C from rows 1-6 plus 2 Distinctions and 2 Passes from rows 7-10
B	To be awarded a B, students must get a minimum of 3B's, 2C's and 1 D from rows 1-6 plus 1 Distinction and 3 Passes from rows 7-10
C	To be awarded a C, students must get a minimum of 4C's, and 2D's from rows 1-6 plus four passes from rows 7-10
D	To be awarded a D, students must get a minimum of 5D's and 1 E from rows 1-6 plus 3 Passes and one fail from rows 7-10
E	To be awarded an E, students must get a minimum of 6E's 1-7 and two fails from rows 7-10
F	To be awarded an F: Late / Non submission or does not fulfil the criteria for a grade E or breaches confidentiality
NS	Non-submission of work by published deadline or non-attendance for examination

Module Requirements

Prerequisites for Module	Successful completion of all Stage Three modules of the BSc(Hons) Physiotherapy or equivalent.
Corequisites for module	None.
Precluded Modules	None.

INDICATIVE BIBLIOGRAPHY

- 1 Grint, K. 2005 Leadership: limits and possibilities. Basingstoke:Palgrave Macmillian.
- 2 Martin, V. 2004. Leading interprofessional teams in health and social care. London: Routledge.
- 3 A current and comprehensive list of references including current policy will be supplied on an annual basis to reflect the evolving nature of the relevant topic areas.