

Access to Higher Education Unit

This unit forms part of an Access to HE Diploma. This is a developmental unit so is only available as ungraded.

Unit Title: Professional Behaviours: Nursing and Health Professions

Ungraded Unit Reference Number: UD33DEV35

Module: Developmental

Level: Three (3)

Credit Value: Three (3)

Minimum Guided Learning Hours: 30

| Learning Outcome (The Learner will): | Assessment Criterion (The Learner can): |
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| 1. Understand the characteristics required to be a health professional, making reference to the relevant Professional and Regulatory Body's and the Professional Standards Authority standards for registration in relation to, patient-centered care and concepts of professionalism as they apply to conduct, performance and ethics of those on the relevant Professional and Regulatory Body's register | 1.1 Analyse the characteristics required to be a health professional with reference to: <ul style="list-style-type: none"> a) professional values, behaviours and accountability b) patient-centred care c) concepts of professionalism as they apply to conduct, performance and ethics of those on the relevant Professional and Regulatory Body's register |
| 2. Understand effective communication and teamworking skills | 2.1 Distinguish between effective and ineffective skills with reference to a relevant model for each of the following: <ul style="list-style-type: none"> a) communication b) teamwork |
| | 2.2 Evaluate the effectiveness of own communication skills, with reference to: <ul style="list-style-type: none"> a) verbal b) non-verbal skills |
| | 2.3 Evaluate own team working skills |
| 3. Know how to manage risk and deal effectively with problems | 3.1 Summarise the principles of risk management and problem-solving |

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| | 3.2 | Explain how to solve a problem and manage any associated risk, using an actual or hypothetical problem relevant to a healthcare setting |
| 4. Reflect on own personal and professional practice and develop a personal and professional development plan | 4.1 | Evaluate their own personal and professional practice skills against those expected of a health professional, using a chosen model of reflective practice |
| | 4.2 | Identify own continuing personal and professional development (CPD) needs based on evaluations in 4.1 |
| | 4.3 | Produce a plan to meet personal and professional development objectives based on an evaluation of different options |
| | 4.4 | Reflect on own performance against the plan, identifying learning needs for the future throughout the duration of the Access to HE Diploma |

Assessment Type

Portfolio of reflective learning (All AC)

Assessors may wish to consider:

- Concise reflective account on each learning outcome (with agreed submission points)
- Submissions to be timed to fit across the delivery of the unit and across the student's course of study
- The unit should be assessed across the student's programme of study

nb: assessment must be proportionate and not place excessive burden on students or staff (both in volume and timing of submissions)

Indicative Content

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| 1. | Understand the characteristics required to be a health professional |
| 1.1 | <i>Professional practice in healthcare:</i> students can learn about the characteristics of a health care professional eg education/training requirements, licence to practice, performance standards and professional regulation, eg General Medical Council (GMC)/HCPC/NMC standards, public trust, and the concept of patient-centred care and the NHS values eg best possible care for patients through working together for patients, respect and dignity, commitment to quality of care, compassion, improving lives and everyone counts. |

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| 2. | Understand effective communication and teamworking skills |
| 2.1 | <i>Communication:</i> students can learn about effective and ineffective communication with reference to a model eg transactional model; they should learn about the barriers to effective communication in a healthcare context eg ambiguity / complexity of message, 'noise', fields of experience of senders/receivers eg differences between professionals and patients in use of language. Coverage should include different modes of communication ie written, verbal and include verbal and non-verbal communication. |
| 2.2 | <i>Teamworking:</i> students need to learn about what constitutes a team and the benefits of effective teamworking in a health care context, eg reduction in errors, improved patient care, greater job satisfaction, increased efficiency and better regulatory compliance, shared skill sets etc. They can also learn about ways to improve teamworking eg improving communication skills, providing and accepting feedback, training, role clarification etc. |
| 2.3 | <i>Evaluating communication and teamworking skills:</i> students can learn about and utilise a model of reflective practice eg Gibbs to benchmark their communication and teamworking skills against role models in their area of practice and identify ways of improving their skills (see LO4). |
| 3. | Know how to manage risk and deal effectively with problems. |
| 3.1 | <i>Risk management:</i> students can learn about the principles and practice of risk management and different models. Students can also learn about the common features of problem-solving models eg identifying and analysing the problem and root cause(s), identifying solution options, selecting and implementing a solution, evaluating results., |
| 3.2 | <i>Problem-solving:</i> students could learn about rationalist and phenomenological approaches to problem solving and when and how to use these models for different types of problem eg when a more flexible and dynamic approach to decision-making is required, such as when dealing with an acutely ill patient, a phenomenological approach may be better suited. Students can look at actual or hypothetical problems/common risks in healthcare, consider their likely probability and impact and how to mitigate these risks. Examples such as nosocomial infections/health care associated infections could be used to learn about the common features of problem-solving models eg identifying and analysing the problem and root cause(s), identifying solution options, selecting and implementing a solution, evaluating results. |
| 4. | Reflect on own personal and professional practice and develop a personal and professional development plan (PDP). |
| 4.1 | <i>Self-assessment and CPD:</i> students need to cover the concept and importance of CPD; they can be introduced to tools for undertaking self-assessment/reflective practice eg for knowledge, skills and competencies, employability etc. and undertake exercises in using the tools. |
| 4.2 | <i>PDP development:</i> students need to understand the features and steps eg identifying area(s) for development, specifying meaningful, achievable yet stretching development goals and objectives, identifying the types of activity to achieve objectives (linked to own learning-style preferences), justifying selection of activities. |
| 4.3 | <i>Reflection on performance:</i> students can learn how to document achievement against the plan and setting revised objectives, time frames and further development activities as appropriate. |

| Indicative Reading | |
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| 1. | https://www.professions.org.au/what-is-a-professional/ explains what a profession is and provides links to related material |
| 2. | Professional standards https://www.professionalstandards.org.uk/ link to the Professional Standards Authority https://www.hcpc-uk.org/resources/standards/standards-of-education-and-training/ provides links to HCPC standards https://www.gmc-uk.org/about/how-we-work/governance/council/code-of-conduct https://www.gmc-uk.org/ethical-guidance/ethical-guidance-for-doctors/good-medical-practice provides links to GMC Codes www.nmc.org.uk/globalassets/sitedocuments/standards/2023-pre-reg-standards/new-vi/standards-for-pre-registration-nursing-programmes.pdf provides links to NMC standards |
| 3. | https://www.skillsyouneed.com/ips/team-working.html provides a link to teamworking models and skills |
| 4. | https://tinyurl.com/vem5cv3 provides a link to a number of problem-solving models in healthcare |
| 5. | https://oro.open.ac.uk/68945/1/Finlay-%282008%29-Reflecting-on-reflective-practice-PBPL-paper-52.pdf an excellent scholarly paper on reflective practice |
| 6. | http://skillsforlearning.leedsbeckett.ac.uk/preview/content/models/03.shtml shows the stages of Gibbs' model of reflective practice |
| 7. | http://www.jobs.ac.uk/careers-advice/managing-your-career/1318/what-is-continuing-professional-development-cpd https://career-advice.jobs.ac.uk/resources/interactive-cpd-toolkit/ explains the meaning and components of CPD |
| 8. | http://www.skillsforcare.org.uk/Documents/Learning-and-development/Care-Certificate/The-Care-Certificate-Self-Assessment-Tool.pdf provides an excellent framework for self-assessment which can be adapted for personal use |

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| 9. | <p>CPD</p> <p>https://www.gmc-uk.org/education/standards-guidance-and-curricula/guidance/continuing-professional-development</p> <p>provides a link to the GMC's information about continuing professional development</p> <p>https://www.hcpc-uk.org/cpd/</p> <p>provides a link to the HCPC's information about continuing professional development</p> <p>https://www.nmc.org.uk/revalidation/requirements/cpd/</p> <p>provides a link to the NMC's information about continuing professional development</p> |
| 10. | <p>https://uk.indeed.com/career-advice/career-development/how-to-write-smart-goals</p> <p>provides a useful guide with hints and tips for writing SMART objectives</p> |