

Module Title:	Learning and Teaching in Practice	Level:	7	Credit Value:	20
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Module code:	NHS759/ NHS759D* *please see derogations section	Is this a new module?	No	Code of module being replaced:	N/A
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Cost Centre:	GANG	JACS3 code:	B700
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Trimester(s) in which to be offered:	2-3	With effect from:	September 18
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School:	Social & Life Sciences	Module Leader:	Janet Gargiulo
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Scheduled learning and teaching hours	40 hrs
Guided independent study	40 hrs
Work based learning	120 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
MSc Advanced Clinical Practice (Therapies)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MSc Advanced Clinical Practice	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MSc Health Sciences	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MSc Health Sciences (Healthcare Leadership)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MSc Health Sciences (Therapies)	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Pre-requisites
<p>NMC registrants undertaking NMC (2008) Stage 3 Practice Teacher standards must satisfy the following specific entry requirements for this module:</p> <p>Be currently registered in the same part of the NMC register and field of specialist practice as the student(s) they are to assess</p> <p>Have developed own knowledge, skills and competence beyond registration and obtained either SCPHN or SPQ qualification as relevant</p> <p>Worked for at least two years in current field of Specialist practice</p> <p>Provide a self-declaration of health and character</p> <p>Provide employers confirmation of current CRB/ DBS, health and character.</p>

Office use only

Initial approval November 17

APSC approval of modification

Have any derogations received SQC approval?

Version 1

Yes  No

Module Aims

The aims of this module are to enable participants to:

- lead the enhancement of inter professional learning environments in community, health and social care practice settings
- facilitate and evaluate learning and teaching for students in inter professional community health and social care practice settings
- give effective feedback and manage student assessment in practice
- have accountability for evidence based decision making with regard to student progression and achievement of competence

**Intended Learning Outcomes**

Key skills for employability

- KS1 Written, oral and media communication skills  
 KS2 Leadership, team working and networking skills  
 KS3 Opportunity, creativity and problem solving skills  
 KS4 Information technology skills and digital literacy  
 KS5 Information management skills  
 KS6 Research skills  
 KS7 Intercultural and sustainability skills  
 KS8 Career management skills  
 KS9 Learning to learn (managing personal and professional development, self-management)  
 KS10 Numeracy

At the end of this module, students will be able to

Key Skills

At the end of this module, students will be able to		Key Skills	
1	Articulate and defend a planned evidence based programme of practice learning for a practitioner or group of practitioners, at and beyond registration, systematically informed by contemporary learning and teaching theories and techniques	KS1	KS2
		KS4	KS5
		KS6	KS7
2	Critically evaluate and enhance the inter-professional practice learning environment, providing learning opportunities aligned to student need and assessment of outcomes and professional requirements	KS1	KS2
		KS4	KS5
		KS6	KS7
3	Demonstrate a conceptual understanding of practice assessment for professional practice and accountability for assessment judgements of practice competence at and beyond the point of registration	KS1	KS3
		KS4	KS5
		KS7	KS9
4	Critically reflect upon the role of the practice teacher, recognising the importance of leadership and quality enhancement in managing the practice context of contemporary inter-professional health and social care education.	KS1	KS3
		KS4	KS7
		KS8	KS9

**Transferable/key skills and other attributes**

Exercise initiative and personal responsibility  
 Decision making in complex and unpredictable situations  
 Independent learning ability for continuing professional development

**Derogations**

The following derogation will apply for students undertaking the MSc Health Sciences (all routes): Any work submitted which indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will result in overall refer/defer of the module.

In Addition:

Students undertaking the MSc Advanced Clinical Practice (all routes):

There will be no condonement allowed for any assessment, thus all elements of a module must be passed.

Assessment: Assessment: please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). Details of indicative assessment tasks must be included.

**1. Presentation (30%).**

Participants will articulate a planned twelve week programme of practice learning and assessment designed to enable a student practitioner to meet a practice outcome or competency in their specific community, health or social context. The presentation will include a theory/evidence based and student centred rationale for programme design and includes a critical appraisal of the contributing practice environment in supporting the specified learning programme.

**2. Portfolio (70%)**

The portfolio will comprise

- i) A Critical Reflection (3,500 words) on leading teaching and assessment practice within the practice environment. The reflection should utilise a recognised model of critical reflection, be informed by portfolio evidence including self, peer, and student and user evaluation and debated from a theoretical and evidence based perspective.
- ii) A completed, verified learning log detailing 30 days (200hrs) module learning activity (theory and practice).
- iii) Observation of two episodes of teaching and two episodes of assessment activity in practice by a qualified (sign off) Practice Teacher:
- iv) A completed Practice Teacher competence document signed by the accountable sign off Practice Teacher
- v) Evidence of one supervised sign off assessment by the accountable sign off Practice Teacher

**Note:**

This module cannot be condoned.

Both elements of assessment must be passed.

Failure to protect the safety, confidentiality of any individual or organisation will be given a fail grade.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2	Presentation	30%	20 minutes	
2	3,4	Portfolio	70%		3,500 words

Learning and Teaching Strategies:

The module will consist of 6 days (40 hrs) of scheduled learning and teaching, together with the equivalent of a further 6 days (40 hrs) of independent learning activity and 18 days (120hrs) of work based learning activity supervising a relevant student. For students wishing to meet NMC Practice Teacher status, this work based activity will be focused on managing practice learning for a SCPHN or CSP student with due regard.

Scheduled learning activity will include interactive lectures, seminars and tutorials, practical /simulated learning activities with formative feedback. This will be delivered through a combination of interactive face to face and digitally enhanced learning activity and supported by 40 hrs of independent/ directed/ online learning and development of assessed work. The student will also undertake 120 hours of work based learning in their own practice environment. This will include facilitating learning for a relevant student in placement (for NMC Practice Teachers this will include a SCPHN or CSP student with due regard), meetings with supervising teachers, as well as undertaking an audit of the practice learning environment and other relevant shadowing or supervision activities that contribute to the development of the individuals educational leadership in practice.

Syllabus outline:

Educational Leadership in practice:

Policy and Standards: Contemporary educational policy. Role of professional self-regulation. Regulatory and professional requirements including currency, update and periodic (triennial) review. Code of Practice and Professional boundaries. Continuing Professional Development. Leading practice learning environments: Leadership, quality assurance and enhancement within practice and academic learning environments. Clinical Educational Audit. Leading and role modelling for care standards. Supporting student innovation for quality improvement – student chapter. Service user involvement in learning culture and quality enhancement. Risk based educational quality monitoring. Developing an inter professional learning culture in practice teams. Mentor support and development. Recruitment and selection of future students.

Managing equality and diversity within practice learning environments; student conduct issues and suitability to practice; whistle blowing and complaints processes. Guidelines for the use of social networking.

Mechanisms for programme management and enhancement, annual monitoring, external examining. Perspectives on educational evaluation – evaluation design. Research and practice development. Curriculum and curriculum development.

#### Facilitating learning in practice

Theories of learning and teaching. Assessing students individual learning needs. Planning and facilitating experiential learning and reflective practice. Evidence based teaching. Action and problem based learning. Simulated learning. Digitally enhanced learning. Planning teaching and learning programmes in practice. Facilitating inter professional learning. Critically reflective teaching. Self and peer evaluation of teaching.

#### Assessment of Practice

Theories of and frameworks for assessment. Formative assessment and constructive feedback. Summative assessment of practice at and beyond the level of initial professional qualification. Assessment Documentation and Record Keeping. Evidence based assessment judgements. Observation and other forms of evidence. Triangulation. Portfolio learning and assessment. Service user involvement in assessment. Managing students struggling with progression and achievement. Concept of accountability and justification of assessment judgements. Inter-rater reliability.

### **Bibliography:**

#### **Essential reading**

Gopee, N. (2010) *Practice Teaching in Health Care*. London: Sage Publications

Nursing and Midwifery Council (2008) *Standards to Support Learning and Assessment in Practice. NMC Standards for mentors, practice teachers and teachers*. London: NMC

#### **Other indicative reading**

Brookfield, S.D (2017) *Becoming a Critically Reflective Teacher*. 2<sup>nd</sup> ed. San Francisco, Jossey-Bass

ENB, DOH (2001) *Placements in Focus: guidance for education in practice for health care professions* <http://www.nmc-uk.org/Publications-/Archived-publications/>

Lawrence-Wilkes. L. and Ashmore, L. (2014) *The reflective practitioner in professional education*. Houndmills, Basingstoke: Macmillan Publishers Ltd.

Quinn, F.M and Hughes, S.J (2013) *Quinn's Principles and Practice of Nurse Education* 6<sup>th</sup> ed. Andover, Cengage Learning EMEA

Stuart, C, C (2007) *Assessment, Supervision and Support in Clinical Practice. A guide for nurses, midwives and other health professionals*. 2<sup>nd</sup> ed. Churchill Livingstone Elsevier