

MODULE SPECIFICATION FORM

Module Title: Leading and Mentoring in Advanced Practice	Level: 7	Credit Value: 20
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Module code: NHS761	Cost Centre: GANG	JACS3 code: B700
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Trimester(s) in which to be offered: 1	With effect from: Sept 2014
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Office use only: To be completed by AQSU:	Date approved: April 2014 Date revised: - Version no: 1
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Existing/New: New	Title of module being replaced (if any): N/A
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Originating Academic Department: Health Sciences	Module Leader: Dr. D. Roberts
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Module duration (total hours): 200 Scheduled learning & teaching hours: 60 Independent study hours: 140 Placement hours: Notional This is completed during the usual employment of the student: 400	Status: core/option/elective (identify programme where appropriate): Core: MSc Advanced Clinical Practice (Unscheduled Care)
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Programme(s) in which to be offered: MSc Advanced Clinical Practice (Unscheduled Care)	Pre-requisites per programme (between levels): None
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Module Aims:

- To enable critical examination of the self as leader and mentor in the arena of pre-hospital care
- Provide the student with opportunities to demonstrate systematic application and transfer of educational knowledge, skills and attributes to enhance effective learning and assessment within pre-hospital care
- To examine critically the professional, cultural, and political issues associated with leading in the pre-hospital care arena

Intended Learning Outcomes:

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

1. Critically evaluate knowledge and strategies used to facilitate learning within the wider context of pre-hospital care
2. Critically appraise the essential factors which contribute to the creation and maintenance of an effective learning environment
3. Critically evaluate, within the wider context of practice, development and maintenance of effective inter-personal and inter-professional relationships within a leadership and mentoring context
4. Critically evaluate implemented strategies to ensure students' practice is evidenced based
5. Critically reflect on the role of the mentor as a leader
6. Demonstrate the ability to assess and analyse a range of leadership situations and identify appropriate actions within the practice context

Key skills for employability

- IT literacy
- Use of a wide range of learning technologies used to support learning and assessing in practice.
- Communication
- Critically reflect on the effectiveness of communication processes used to enhance the mentor/ student relationship.
- Managing own learning
- Critically reflect on taking responsibility for managing own and student learning experiences
- Working with others
- Interact effectively within a team/ professional group to recognise / support and be proactive in the development of the learning environment.
- Problem Solving
- Engage in decision making to achieve solutions to complex problems in the mentoring role

Assessment:

1. The students are required to devise a poster with reflective commentary to demonstrate their development as a mentor and leader in pre-hospital care.

2. A portfolio of evidence showing 400 hours of practice, detailing aspects of leadership and mentorship in prehospital and unscheduled care This will include reflective accounts of interactions with colleagues and students from a number of disciplines, evidencing creation and maintenance of an effective learning environment and promotion of the evidence and values base of the paramedic profession.

Note: All elements of assessment must be passed. The pass mark for each element of assessment is 50% or above

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1.	3,5	Poster Presentation	40%		1000
2.	1,2,3,4,5,6	Portfolio	60%		3000

Learning and Teaching Strategies:

Lectures and Tutorials (LT)
Deliberate Practice (DP)
Simulation Learning (SL)
Reflective Practice (RP)
Role Modelling (RM)
Collaborative Learning (CL)
Experiential Learning (EL)

Syllabus outline:

- Exploration of the qualities and characteristics and the role of the mentor within a multi-professional context
- Managing the learning experience of the student.
- Developing and maintaining a supportive environment for teaching, learning and assessment
- Assessment and Accountability within the wider mentoring context
- Use of learning styles and learning theories to facilitate learning.
- Management of educational changes in within multi-professional; pre-hospital care.
- Leadership and professional development within the wider learning environment context.
- Influence and Integration of evidence based practice
- Developing, facilitating and evaluating evidence-based teaching, learning and assessing in practice
- Developing critical reflective practice
- Leadership theories
- Change management, service improvement and innovation approaches
- Leading and managing teams

Bibliography:

Essential reading:

Clements R, Mackenzie R. Competence in pre-hospital care: evolving concepts Emerg Med J, 2005;22:516-19.

Cottrell, S. (2005) Critical thinking skills: developing effective analysis and argument Basingstoke: Palgrave Macmillan

Garvey R., Stokes P., and Megginson D. (2009). Coaching and mentoring theory and practice. Sage, London.

McSherry R., and Warr J. (2010). Implementing excellence in your health care organisation: managing, leading and collaborating. Open University Press, UK.
www.who.int/

Indicative reading:

Moon J.A. (2004) A handbook of reflective and experiential learning theory and practice London: Routledge
Prehospital and Disaster Medicine Journal