

Programme Specification

Programme title: Supporting Learning in Practice

Academic Year:	2018-19
Degree Awarding Body:	University of Bradford
Partner(s), delivery organisation or support provider (if appropriate):	
Final and interim award(s):	[Framework for Higher Education Qualifications (FHEQ) level 6 & 7]
Programme accredited by (if appropriate):	Nursing and Midwifery Council / Royal college of Radiographers
Programme duration:	N/A
QAA Subject benchmark statement(s):	N/A
Date of Senate Approval:	N/A
Date last confirmed and/or minor modification approved by Faculty Board	March 2017

Introduction

Support for Learning in Practice is a part-time module offered to post registration Nurses, Midwives, Allied Health Professionals and other professionals who have responsibility for educating and mentoring students on health professional programmes. This programme is offered within the Faculty of Health Studies at academic levels 6 and 7. Support for Learning in Practice is part of the multidisciplinary SSPRD Flexible Framework within the Faculty of Health Studies. The Framework enables the creation of a flexible programme of study designed to meet the needs of the student and those of their employer to support a changing and diverse workforce within an evolving, modernising organisation.

Programme Aims

The programme is intended to:

- Provide a flexible educational framework that is vocationally relevant, which meets professional development needs, as well as the organisational needs of employers.
- Provide opportunities for inter-professional learning to share the knowledge, skills and experience common to a range of different health and social care disciplines.
- Provide a framework within which the curriculum, where required, meets the regulatory needs of professional bodies such as the NMC.
- Stimulate the student to become a self-directed learner who is motivated to sustain and advance their own continuous professional learning.
- Develop the student's clinical skills, knowledge and critical understanding to an advanced level, applicable to their own field of practice.
- Develop the student as a practitioner who will innovate, promote evidence informed practice and improve service user outcomes.
- Develop the student as a leader with skills and confidence, to act as a role model, supporting the professional development of students, colleagues and the work of their organisation.

Programme Learning Outcomes

Level 6 Learning Outcomes	
LO1	Evaluate learning, teaching and mentorship theories, principles of assessment, concepts of reliability, validity and factors that influence judgement relevant to learner needs
LO2	Critically reflect upon the responsibilities and boundaries of students' role in supporting learning, teaching and assessment working within a legal, ethical and professional framework cognisant of students' professional accountability
LO3	Critically analyse the practice setting as a learning environment and develop effective evidence based learning opportunities
LO4	Evaluate students' contribution to ongoing audit and quality enhancement of the practice learning environment
LO5	Negotiate learning needs and use appropriate assessment strategies to offer guidance, provide feedback, facilitate and support learning and assessment, and reflect upon the effectiveness of students' role in those processes.
LO6	Advance and reflect upon existing interpersonal skills to enhance effective learning and teaching and comprehensive assessment.
LO7	Contribute to, and integrate the involvement of others through effective team working in the practice learning environment.

Level 7 Learning Outcomes	
LO1	Critically analyse learning, teaching and mentorship theories, principles of assessment, concepts of reliability, validity and factors that influence judgement relevant to learner needs
LO2	Critically appraise the responsibilities and boundaries of students' role in supporting learning, teaching and assessment working within a legal, ethical and professional framework cognisant of students' professional accountability
LO3	Critically evaluate the practice setting as a learning environment and analyse effective evidence based learning opportunities
LO4	Critically appraise students' contribution to ongoing quality audit and quality enhancement of the practice learning environment.
LO5	Negotiate learning needs, and use appropriate assessment strategies to offer guidance, provide feedback, facilitate and support learning and assessment, and reflect upon the effectiveness of students' role in those processes and provide leadership to others.
LO6	Advance and critically reflect upon existing interpersonal skills to manage effective learning and comprehensive assessment.
LO7	Contribute to, and integrate the involvement of others through effective team working in the practice learning environment

Curriculum

The curriculum has been designed to meet the needs of health professionals from a range of employment backgrounds working toward a minimum academic standard of Diploma of Higher Education. The programme is designed to meet the requirements for individuals for developing their mentorship and other skills to support learners in their clinical practice environments. The programme is delivered across one semester and is offered at varying starting points during the academic year.

Module Code	Module Title	Credits	FHEQ Level	Study period
PRP6021-A	Support for Learning in Practice Face-to-face	10	6	Semesters 1, 2 or 3
PRP6020-A	Support for Learning in Practice Blended Learning	10	6	Semesters 1, 2 or 3
PRP7007-A	Support for learning in practice Face-to-face	10	7	Semesters 1, 2 or 3
PRP7006-A	Support for Learning in Practice Blended Learning	10	7	Semesters 1, 2 or 3

Please note:

Successful completion of the SLiP module confers eligibility for Nurses, Midwives and Health visitors to be recognised as a mentor for pre-registration students.

For Radiographers and all other health professionals, successful completion of the SLiP modules is a recognised academic qualification to support mentorship of learners in practice.

Learning and Teaching Strategy

The teaching strategies for this module will be offered in two formats of either face-to-face or blended learning provision. The face-to-face version will run in the conventional manner with lectures, discussion forums, role-play, scenario work and directed learning. The blended learning provision will be offered online in the form of four units of online learning, including scenario based learning groups, directed reading and quizzes. There will be opportunities for the student to engage collaboratively via on-line discussion groups which can be offered out-with the normal working day to promote student engagement, cognisant of the busy working lives of the health professionals enrolled on the module. The module will include two contact days where the student will engage in face-to-face educational activities, including inter-professional scenario-based learning. Students will also (for both styles of provision) have access to a Personal Academic Supervisor (PAT) to support as they prepare for the written assessment.

The teaching approaches that are used across the Faculty of Health Studies are informed by the University core values which are for teaching and learning to be: Reflective, Adaptable, Inclusive, Supportive, Ethical and Sustainable. The learning, teaching and assessment strategies have been designed to develop skills as a reflective practitioner, critical thinker and to promote continued engagement in lifelong learning. The learning and teaching strategies also recognise the diversity of prior education that students bring to the classroom and the virtual world; this presents an opportunity for those differences to be used creatively in order to facilitate valuable inter-professional learning. Supervised practice with their own mentor in practice is a formal element of the learning and development of competency. The theoretical elements are directly linked to their practice experience, facilitating educational coherence for both the student and their mentor, and ultimately employers and importantly patients. Learning and teaching will be undertaken over one semester; this also includes the required days of practice learning working alongside a mentor.

Assessment Strategy

Formative assessment will be available throughout the programme of study through online quizzes and self-assessment. The student will be summatively assessed in both the practice and theory elements of the module. A mentor will assess achievement of two teaching sessions and two assessment events (3 assessment events in the case of sign-off mentors). For theoretical assessment students will be required to submit a reflective essay addressing the relevant intended learning outcomes.

All elements of assessment must be passed to be deemed as having successfully achieved the module. Supplementary assessment on one occasion of any unsuccessful element(s) in the same mode is allowed.

Assessment Regulations

This Programme conforms to the standard University Regulations which are available at the following link:

<http://www.bradford.ac.uk/agpo/ordinances-and-regulations/>

Students will be required to achieve a minimum mark of 40% in the reflective written assignment. In addition, all practical elements (teaching and assessment events) assessed by their mentor in practice must achieve a Pass.

Admission Requirements

The University welcomes applications from all potential students and most important in the decision to offer a place is our assessment of a candidate's potential to benefit from their studies and of their ability to succeed on this particular programme. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

The standard entry requirements for the programme are as follows:

This module is open to any health care professional who supports the learning and assessment needs of students in practice placement settings.

Nurses and Midwives must have one year post registration experience to be eligible to apply (NMC, 2008).

Nurses and Midwives undertaking this module should be mindful of the requirements as stated within the NMC (2008) Standards to Support Learning and Assessment in Practice regarding "protected time" in practice.

Students will require a mentor in the workplace to support learning in practice.

Students are also required to complete and return the Support for Learning in Practice Manager's Support Form and submit this with their Application Form.

Recognition of Prior Learning

Not applicable

Minor Modification Schedule

Version Number	Brief description of Modification	Date of Approval (Faculty Board)
1		