MODULE SPECIFICATION – POSTGRADUATE PROGRAMMES

KEY FACTS

<table>
<thead>
<tr>
<th>Module name</th>
<th>Education in the Workplace</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module code</td>
<td>CHM002</td>
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<tr>
<td>School</td>
<td>School of Health Sciences</td>
</tr>
<tr>
<td>Department or equivalent</td>
<td>Health Services Research &amp; Management Division with Applied Biological Diagnostic &amp; Therapeutic Sciences Division</td>
</tr>
<tr>
<td>UK credits</td>
<td>15</td>
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<tr>
<td>ECTS</td>
<td>7.5</td>
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<td>Level</td>
<td>7</td>
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MODULE SUMMARY

Module outline and aims

As a health or social care professionals you are likely to be involved with teaching, supervising and assessing others in the workplace; these may be undergraduate or postgraduate students on approved clinical programmes, or students of other professions on related programmes. Similarly, professional practice often involves disseminating information and skills to your peers, new members of staff and other professionals. This module will equip you with the knowledge and skills to undertake these tasks and enhance your skills in presentation, teaching, supervision and assessment of others. In addition, the module will provide insight into your own learning and education needs. For nurses and midwives, the module provides preparation for local registration as a mentor to pre-registration nurses and midwives. Overarching aims are:

- To enhance your performance in the clinical environment by extending your knowledge and understanding of teaching and education;
- To equip you with skills in supporting and assessing the learning of others and providing high-quality feedback for development;
- To enhance the education provided to learners in the workplace and to encourage an ethos of supporting and assessing learning within professional practice.

Content outline

The module draws upon both the Nursing and Midwifery Council (2008) Standards to Support Learning and Assessment in Practice, and the Learning and Development Framework for Clinical Imaging and Oncology (SCoR, 2007). The module will introduce you to the following:

- Theories of learning and assessment
- Principles of supervision and facilitation
- Quality assurance and the learning environment
- Reflective practice and action learning
- Importance of evidence-based practice
- Risk management and supporting people with a learning disability (e.g. dyslexia)
- Assessment and making judgements
- Professional roles and responsibilities when supporting and assessing learners in practice settings
- Giving feedback verbally and in writing related to assessment judgements and signing achievement of practice

WHAT WILL I BE EXPECTED TO ACHIEVE?

On successful completion of this module, you will be expected to be able to:

Knowledge and understanding:

- Recognise needs and opportunities for teaching, learning and assessing in the workplace
- Formulate a critical argument in consideration of workplace education
- Critically discuss educational theories in relation to workplace learning
- Identify and critically evaluate clinical support systems available for learners within the workplace
- Critically evaluate personal educational practices synthesising relevant educational theories
- Critically evaluate the roles and skills of the learning facilitator and assessor and consider how to maintain these
- Critically evaluate factors that promote and inhibit learning in the professional setting synthesising relevant theory
- Critically evaluate the importance of inter-professional teamwork to create an effective environment for learning and identify development activities

Skills

- Critically assess and evaluate learning need, progress, competence and professional conduct of the learner in the workplace
- Demonstrate a critical appreciation of the need for reflective practice
- Negotiate, plan and evaluate learning activities relevant to identified needs and the practice context
- Critically evaluate personal, professional and inter-professional issues and demonstrate ability to consult colleagues appropriately and plan development opportunities
- Critically evaluate and utilise a range of assessment and evaluation methods synthesising appropriate theory
- Discuss and present ideas both verbally and in writing to the appropriate academic standard
- Critically self-evaluate the giving and receiving of effective feedback for future learning
Values and attitudes:

- Demonstrate respect for the intellectual work of others by accurate and appropriate referencing
- Respect and acknowledge the views of the learner and others
- Demonstrate a commitment to promoting and supporting best practice in the context of client safety, professional accountability and recognising the boundaries of competence
- Critically explore and evaluate the importance of non-discriminatory practice and recognition of equality and diversity

HOW WILL I LEARN?

This is a fully online distance learning module. As such, you are expected to spend time each week engaging with the course materials online and participating in the regular discussion forums. Your learning will be supported by your module leaders, who will be available online and who will moderate and facilitate discussions to help you to draw out key messages from your unprofessional and interprofessional discussions.

Self-directed study is expected of all students participating in the module, with engagement in the compulsory online activities on Moodle, the university's virtual learning environment.

For nurses and midwives:
For nurses and midwives, this course leads to local registration as a mentor. As such, you will be required to gain experience of mentorship in your own practice under the supervision of a suitably qualified practitioner, and to complete a competency portfolio documenting your achievement of the NMC (2008) Standards to Support Learning and Assessment in Practice. If you are registered with the Nursing and Midwifery Council, your supervisor should be a registered mentor who has attended a mentorship update in the last 12 months. Further details of supervisors and your roles and responsibilities in completing the portfolio are given in the portfolio document.

For practitioners in other professions:
If you are a practitioner in the other health and social care professions there is no mandatory requirement to work with and assess a learner in the duration of the course or complete a portfolio; however gaining experience during the course in order to put ideas and strategies into practice and for reflection and development is good practice.

Teaching pattern:

<table>
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<tr>
<th>Teaching component</th>
<th>Teaching type</th>
<th>Contact hours</th>
<th>Self-directed study hours</th>
<th>Placement hours</th>
<th>Total student learning hours</th>
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<tr>
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<td>Self-directed</td>
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### WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

**Assessments**

There are two assessment patterns for this module, depending on your profession.

**For professionals seeking local registration as a mentor with the NMC or HPC**, the assessment of this module is through completion of compulsory online (Moodle) activities, and a practice-assessed portfolio with supporting 2000-word reflective commentary.

**For other professionals, including radiographers** the assessment of this module is through completion of compulsory online (Moodle) activities and a 3000 word essay.

The compulsory Moodle activities each require a 150-word minimum contribution to the discussion forum.

**Assessment pattern: Nurses and midwives**

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Assessment type</th>
<th>Weighting</th>
<th>Minimum qualifying mark</th>
<th>Pass/Fail?</th>
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<td>Online activities</td>
<td>Forum participation</td>
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<td>-</td>
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</tr>
<tr>
<td>Portfolio</td>
<td>Practice-assessed portfolio of evidence with 2000-word critically reflective commentary</td>
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<td>50%</td>
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**Assessment pattern: other professionals, including radiographers**

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<tr>
<th>Assessment component</th>
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<tbody>
<tr>
<td>Online activities</td>
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<td>-</td>
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<tr>
<td>Written assignment</td>
<td>3000 word essay</td>
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<td>50%</td>
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Assessment criteria

Assessment Criteria are descriptions of the skills, knowledge or attributes you need to demonstrate in order to complete an assessment successfully and Grade-Related Criteria are descriptions of the skills, knowledge or attributes students need to demonstrate to achieve a certain grade or mark in an assessment. Assessment Criteria and Grade-Related Criteria for this module’s assessment will be made available to you at the beginning of the module in the handbook available on Moodle.

Feedback on assessment

Feedback on summative assessments will be provided within four weeks of the date of submission. Provisional marks and feedback (subject to ratification by the Assessment Board) will be provided to you via the module in Moodle. Final (ratified) marks will be sent to you in writing at the address you have supplied, usually within two weeks of the assessment board.

Feedback on any formative work submitted will be provided within two weeks of the submission date, again via Moodle.

You can arrange to discuss any feedback you have been given with your module leader and you are advised to use feedback gained here in future modules, when the criteria relate to transferable areas such as presentation, use of literature and theory, and ability to analyse, evaluate or synthesise.

Assessment Regulations

The Pass mark for the module is 50%. The Programme Specification contains information on what happens if you fail an assessment component of the module.

INDICATIVE READING LIST

Key policy texts:
Nursing and Midwifery Council (2008) Standards to Support Learning and Assessment in Practice. London: Nursing and Midwifery Council (available online: www.nmc-uk.org)
Learning and Development Framework for Clinical Imaging and Oncology (SCoR, 2007) (http://www.sor.org/)

Key texts


Other useful resources


practitioners Basingstoke: Palgrave Macmillan


Key journal titles
British Journal of Educational Psychology Nurse Education Today
British Journal of Health Care Management Nurse Education in Practice
Education for Primary Care Medical Education
Journal of Advanced Nursing Radiography
Mentoring and Tutoring Social Work Education

Further reading and resources are available in your Moodle Module.

Version: 2.0
Version date: July 2014
For use from: 2014–15
Appendix: see [http://www.hesa.ac.uk/content/view/1805/296/](http://www.hesa.ac.uk/content/view/1805/296/) for the full list of JACS codes and descriptions

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<td>Price Group</td>
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<th>Description</th>
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<tbody>
<tr>
<td>B900</td>
<td>Others in subjects allied to medicine</td>
<td>100</td>
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