

Liverpool John Moores University

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Title: Mentorship in Health Care Practice
Status: Definitive
Code: **6001HEAL** (123706)
Version Start Date: 01-08-2021

Owning School/Faculty: Nursing and Allied Health
Teaching School/Faculty: Nursing and Allied Health

Team	Leader
Jackie Davenport	Y
Elizabeth McCarthy	

Academic Level: FHEQ6 **Credit Value:** 20 **Total Delivered Hours:** 30
Total Learning Hours: 200 **Private Study:** 170

Delivery Options

Course typically offered: Runs Twice - S1 & S2

Component	Contact Hours
Lecture	27
Online	3

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Portfolio	AS1	A 2500 word portfolio which demonstrates critical analysis of work-based mentoring activities, facilitation of learning, and assessing activities, the portfolio includes a reflective log of 50 hours of mentoring activities.	100	

Competency	Practice
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Aims

To enable practitioners working in a variety of settings to develop approaches to supporting and assessing learning in practice and to apply best evidence to promote the development of self and others in practice.

Learning Outcomes

After completing the module the student should be able to:

- 1 Critically demonstrate effective leadership skills in providing an effective learning environment, optimising student experience and participation in practice based learning.
- 2 Critically evaluate different methods of teaching and assessing in practice.
- 3 Critically analyse how effective working relationships with learners based on mutual trust and respect can be nurtured in an inter-professional environment and reflect upon how these relationships could be enhanced.
- 4 Critically explore their role as an accountable practitioner in the context of learner development and public protection.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

AS1	1	2	3	4
Practice	1	2		

Outline Syllabus

Mentorship, facilitation and student support. Communication methods and working relationships with students and with the inter-professional team. Equality diversity and disability. Learning theories and styles. Teaching strategies and lesson planning. Principles of assessment and accountability. Developing the clinical learning environment. Leadership in relation to learners. Sign-off mentor preparation (where appropriate).

Learning Activities

Lectures.

Reflective discussions.

Engagement with learning materials within the virtual learning environment.

Work-based learning activities of equivalence of 50 hours over the 15 week programme.

5 days protected work-based learning

Regular meetings with Practice Mentors.

Log book maintenance.

Notes

This module will enable students to explore how to facilitate lifelong learning in others by developing their mentoring, teaching and assessing skills. In addition, it will provide initial preparation for the sign-off mentor role. In order to be successful, students must also pass all the practice outcomes in the Practice Mentor Assessment Document.

1. The module learning outcomes and relevant subject benchmark statements are in line with the QAA framework for higher education qualifications in England, Wales and Northern Ireland. The module is aligned to the Level 6 descriptors for a Level 6 Higher Education Qualification.

2. The module involves classroom attendance, which is further supported by a range of learning support tools. This is part time and lasts for 15 weeks.

3. The criteria for admission to the module require that candidates are currently working as a Registered Health professional within an area of healthcare provision. Ideally candidates will have studied and achieved at level 5.

4. The final award is a Continuing Professional Development – Mentorship in Health Care Practice, 20 credits at Level 6.

5. The students have access to a Blackboard site and the University's other range of electronic support such as access to the electronic library facilities. The module has continued to develop with an up to date Blackboard site reflecting contemporary reading lists and links to journal articles. The module Blackboard site has also developed and now includes a number of presentations for students to access on areas such as critical writing and library support. The students also have access to the module leader through phone contact, emails and face to face meetings if this is viable. A module guide is also provided, which guides students to the wider range of support available to students.

6. The programme is assessed and run in line with the Academic Framework; <http://www.ljmu.ac.uk/eaqs/121984.htm>

7. Attendance is required throughout the module; although some learning material will be available through the Blackboard site. Online students will attend one induction session at the start of the programme.

8. Validated 2015 /16

9. The methods for improving the quality and standards of learning are as follows:

- Annual monitoring Review
- Liaison and feedback from the students
- Reports from External Examiner
- Programme team ensuring the module reflects the values of the current teaching and learning strategy

- Module leader updating knowledge and skills to ensure these remain current and relevant

10. This is a standalone CPD. A specific external examiner is identified for the module who also covers the BSc students who complete this module. The module is also included in the programme specification for the BSc (Hons) Health and Social Care Development, this is referred to as the top up degree for Health Care Professionals who already have a diploma award, 120 level 5 credits.

11. The approved intake month is flexible.

12. The programme code is 32181

13. The programme is approved by the Nursing and Midwifery Council <https://www.nmc.org.uk/Approved-Programmes/>