

Liverpool John Moores University

Title: MENTORSHIP IN HEALTH CARE PRACTICE
Status: Definitive
Code: **6037PQHEAL** (106962)
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 |
| Carolyn Lees | |
| Elizabeth McCarthy | |

Academic Level: FHEQ6 **Credit Value:** 15 **Total Delivered Hours:** 30

Total Learning Hours: 150 **Private Study:** 120

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 portfolio which demonstrates critical analysis of work-based mentoring activities, facilitation of learning, and assessing activities | 100 | |

Aims

1. To enable practitioners working in a range of different work settings to develop their approach to supporting and assessing learning in practice.
2. To enable practitioners to apply best evidence in practice to promote the

development of self and others.

Learning Outcomes

After completing the module the student should be able to:

- 1 Critically examine their ability to demonstrate effective leadership skills within the context of planning learning experiences.
- 2 Critically analyse their contribution to the creation of a successful learning environment utilising evidence based practice.
- 3 Critically analyse appropriate learning opportunities and evaluate methods and approaches selected to enable learners to learn through practice.
- 4 Apply appropriate methods and approaches to assessment of learners in practice and critically analyse their effectiveness
- 5 Critically evaluate and reflect upon effective working relationships with learners based on mutual trust and respect in an interprofessional environment.
- 6 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:

| | | | | | | |
|-----------|---|---|---|---|---|---|
| Portfolio | 1 | 2 | 3 | 4 | 5 | 6 |
|-----------|---|---|---|---|---|---|

Outline Syllabus

Mentorship, facilitation and student support. Communication methods and working relationships with students and with the interprofessional 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 7 hours per week
5 days protected work-based learning
Fortnightly 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.

If the module is accessed as the online version then the contact hours via the virtual learning environment will not include 27 lecture hours.

Further indicative readings will be provided by pathway leaders/academic facilitators.

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 is delivered over one semester.

3. The criteria for admission to the module is that candidates are currently working as a registered professional in a relevant area of practice. Ideally candidates will have studied at degree (level 6) however if this is not the case the applicants skills and professional experience will be discussed to allow the module leader to assess capability to study at level 6

4. The final award is a Continuing Professional Development – Mentorship in Health Care Practice.

5. The students have access to Blackboard and the University's other range of electronic support such as access to the electronic library facilities. The students also have access to the module leader through phone contact, emails and face to face meetings. A module guide is also provided which guides students to the wider range of support available.

6. The programme is assessed and run in line with the Academic Framework 2013-14 <http://www.ljmu.ac.uk/eaqs/121984.htm>

7. Attendance is required throughout the module and will be monitored as required by HENW.

8. Module written in 2011

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

- Annual monitoring Review
- Feedback from the students and Boards of Study
- Reports from External Examiner
- Ensuring the module reflects the values of the current teaching and learning strategy

10. This is a stand-alone CPD. Feeds into the BSc Health and Social Care. An appropriately qualified external examiner will be selected from the team that examine the BSc Health and Social Care.