

Liverpool John Moores University

Warning: An incomplete or missing proforma may have resulted from system verification processing

Title: ART AND SCIENCE OF PRACTICE EDUCATION
Status: Definitive
Code: **70052MMADV** (124764)
Version Start Date: 01-08-2019

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

Team	Leader
Caroline Waller	
Cheryl Grimes	

Academic Level: FHEQ7 **Credit Value:** 20 **Total Delivered Hours:** 118
Total Learning Hours: 200 **Private Study:** 82

Delivery Options

Course typically offered: Non Standard Year Long

Component	Contact Hours
Lecture	10
Online	90
Seminar	10
Tutorial	8

Grading Basis: 50 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	3000 word assignment. The practice portfolio is a pass/fail element and must also be passed.	100	

Competency	Practice
-------------------	----------

Aims

This is a multiprofessional programme which aims to develop and enhance healthcare practitioners abilities in relation to teaching and assessing within the practice environment.

Learning Outcomes

After completing the module the student should be able to:

- 1 Critically analyse and apply the different approaches and theories taken in the implementation of educational activities in the practice setting (NMC 2, 3, 4, 5)
- 2 Critically appraise local and national initiatives that impact on the educational needs within the practice setting (NMC 1, 6, 8)
- 3 Critically analyse appropriate models/systems of assessment within the practice setting.(NMC 2,3,4,7)
- 4 Select and apply appropriate assessment strategies at a range of educational levels within the practice setting.(NMC 3,4,6,7)
- 5 Critically evaluate the role of the practice educator in educational programme development.(NMC 7,8,)

Learning Outcomes of Assessments

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

Essay	2	3	5
Practice	1		4

Outline Syllabus

Establishing effective working relationships; Facilitation of learning, Assessment and accountability, Evaluation of learning, Create an environment for learning, Context of practice, Evidence based practice, Leadership, Teaching roles, styles and strategies, Presentation skills, Educational resources, Planning, delivering and evaluation of educational activities, Models of assessment, validity and reliability in assessment. Competency based assessment, Curriculum development, Role of the educator as a motivator and facilitator, Giving student feedback/feedforward, Managing the challenging/failing student.

This programme is delivered as a traditionally taught module or online.

The syllabus reflects professional body (NMC & HPC) educational standards and competencies for teaching, learning and assessing in practice.

Learning Activities

Interactive lectures, group work, teaching and assessing scenarios and practice, group and individual tutorials.

Online activities: Discussion Boards Wikis and online tests.

Notes

This module will enable experienced practitioners the opportunity to critically reflect and evaluate and develop their teaching and assessing roles within the practice arena.

There will be one teaching and one assessment of a student from within the practice setting which will have a pass/fail criteria attached. This along side evidence of further teaching and assessing experiences will form part of the student's portfolio of evidence in relation to their individual practice -focussed learning.

Students wishing to be recommended for Practice Teacher status as identified by the NMC may be required to provide further evidence of achievement of all competences as identified within the Standards to Support Learning and Assessment of Practice (NMC 2008)

Learning outcomes 1 and 4 are assessed by the portfolio, which is a pass/fail element of the module and must be passed in order to pass the module.

Learning outcome 1: Critically analyse and apply the different approaches and theories taken in the implementation of educational activities in the practice setting. (NMC 2.3.4.5)

Learning outcome 4: Select and apply appropriate assessment strategies at a range of educational levels within the practice setting.(NMC 3,4,6,7)

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 7 descriptors for a Level 7 Higher Education Qualification.

The module is delivered over one semester.

N.B. For Family Nurse partnership Students the programme extends over one year.

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 7

The final award is a Continuing Professional Development – Art and Science of Practice Education

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.

The programme is assessed and run in line with the Academic Framework 2014-15
<http://www.ljmu.ac.uk/eaqs/121984.htm>

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

Module written in 2014

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

This is a stand-alone CPD. An appropriately qualified external examiner will be selected from the team for the MSc Advanced Practice.