

Liverpool John Moores University

Title: Mentorship in Health Care Practice
Status: Definitive
Code: **7019MADV** (124161)
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

Academic Level: FHEQ7 **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: 50 %

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

support and assess learning in practice, applying 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 Judiciously analyse effective leadership skills required in providing an effective learning environment, optimising student experience and participation in practice based learning.
- 2 Integrate and justify effective methods and approaches to enable learning through practice.
- 3 Critically appraise how effective working relationships with learners, which are based on mutual trust and respect, can be nurtured in an inter-professional environment and critically reflect how these relationships could be enhanced.
- 4 Critically reflect upon your role as an accountable practitioner in the processes of learner development, rigorous assessment 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	3	4

Outline Syllabus

Mentorship, facilitation of learning and student support. Communication methods, developing working relationships with students and 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 weeks

5 days protected work-based learning.

Regular meetings with Practice Mentors (minimum of 3 during the programme of study)

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 7 descriptors for a Level 7 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. Ideally candidates will have already studied and achieved at L6

4. The final award is a Continuing Professional Development – Mentorship in Health Care Practice, 20 credits at Level 7

5. The students have access to a VLE 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 VLE site reflecting contemporary reading lists and links to journal articles. The module VLE 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. Panopto video to support students learning off campus is a feature of the module content

6. The programme is assessed and run in line with the Academic Framework 20

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

8. 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

9. This is a standalone CPD. A specific external examiner is identified for the module who also covers the Level 6 students who complete this module. The module is also included in the programme specification for the MSc in Advanced Practice (clinical)

and (Critical care)

10. The approved intake month is flexible.

11. The programme code is 35101

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