

Liverpool John Moores University

Title: ART AND SCIENCE OF PRACTICE EDUCATION
Status: Definitive
Code: **7105MMADV** (124402)
Version Start Date: 01-08-2021

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

Team	Leader
Carmel Henshall	Y

Academic Level: FHEQ7 **Credit Value:** 20 **Total Delivered Hours:** 40

Total Learning Hours: 200 **Private Study:** 160

Delivery Options

Course typically offered: Year Long & NS Year Long

Component	Contact Hours
Lecture	12
Online	12
Seminar	7
Tutorial	2
Workshop	7

Grading Basis: 50 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	3000 word assignment.	100	

Competency	Practice
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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) 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

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

2. The practice element of the module will be assessed by a portfolio and is a pass/fail element.

This will include observation of one teaching episode and one assessment episode delivered by a student within the practice setting; this 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.

The Portfolio will include:

- Signed and evidenced NMC or FNP competencies
- Teaching observation and 750 word reflection
- Assessment observation and 750 word reflection

3. 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)

4. The course is completed on a part-time basis. NMC stated duration is for completion normally within 6 months. Taught academic content is delivered in one semester and the academic assessment is normally completed within this timeframe. However, the module extends over one year to allow student the opportunity to achieve 'sign off' competencies with their SCPHN/SCP student in the practice area. This programme incorporates a minimum of 30 days total learning, which includes learning in the academic and practice settings.

5. ADMISSION CRITERIA:

2 year post qualification practice experience.

The following criteria will apply for all students:

- Evidence of recent academic study at Level 6 or equivalent (applicant's skills and professional experience will be evaluated to allow the programme leader to assess capability to study at level 7
- Evidence of involvement in supporting learning and assessing within the healthcare setting.

For those practitioners wishing to obtain the NMC Stage 3 Practice Teacher Award the following criteria should be fulfilled:

- Completion of an NMC approved teaching and assessing preparation programme at Stage 2. (NMC, Standards to support learning and assessment in practice 2008)
- Preferably evidence of NMC Sign off Mentor status. (NMC, Standards to support learning and assessment in practice 2008)
- Evidence of Trust approval and support of at least 30 days of protected learning time for achievement of NMC Stage 3 practice teacher award. (NMC Standards to support learning and assessment in practice 2008)
- Opportunity to support an appropriate learner/s within the practice area.

6. The above will be identified by confirmation from Practice Education Facilitators and via the application form.

7. RPL/RPEL

The current regulation for RPL/RPEL within Liverpool John Moores University does not allow a whole programme to be considered.

The Faculty operates a policy in line with the University's RP(E)L system. LJMU RP (E)L policy and procedures are available at:

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

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

10. The students have access to VLE 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, face to face or Skype meetings. A module guide is also provided which guides students to the wider range of support available.

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

12. How standards are set for the programme and level within the programme:

- The University sets and defines standards of its awards in terms of level of achievement that a student has to reach to gain an academic award. The approach is to define level descriptors, which correspond with the qualification descriptors in the FHEQ.
- Curriculum content for a programme of study is then specified in relation to desired programme outcomes, the FHEQ, one or more subject benchmark statement(s) any relevant qualification benchmark statements and PSRB requirements.

13. QAA UK Quality Code:

The LJMU University regulations that the programme(s) will be operating within are written in line with the wider QAA UK Quality Code. The programme(s) have also been designed following consultation with reference to specific aspects of the QAA UK Quality Code: Subject benchmark statements. The programme has taken account of the Health Visiting (QAA, 2001a) and Nursing (QAA, 2001b) subject benchmark statement (SBS), in addition to the professional body Standards of Proficiency for Specialist Community Public Health Nurses (NMC, 2004) and Standards to Support Learning and Assessment in Practice (NMC, 2008).

QAA (2001a) SBS Health Visiting <http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Health-care-programmes---Health-visiting.pdf>

QAA (2001b) SBS Nursing <http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Health-care-programmes---Nursing.pdf>

QAA (2001b) SBS Nursing <http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Health-care-programmes---Nursing.pdf>

QAA (2001b) SBS Nursing <http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Health-care-programmes---Nursing.pdf>

NMC (2004) Standards of Proficiency for Specialist Community Public Health Nurses <https://www.nmc.org.uk/standards/additional-standards/standards-of-proficiency-for-specialist-community-public-health-nurses1/>

NMC (2008) Standards to support learning and assessment in practice <https://www.nmc.org.uk/standards/additional-standards/standards-to-support-learning-and-assessment-in-practice/>

14. Validated 2015/16

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

15. This is a stand-alone CPD. The module is also included as an option module on

the MSc Advanced Healthcare Practice (clinical) programme and the MA nursing education programme. An appropriately qualified external examiner is appointed for the programme.

16. The approved intake months are:

- January and September for the taught version of the programme
- April for the online / distance learning version of the programme.

17. This module serves 2 programme codes to enable students to access the CPD through HEE commissions or through self-funding:

- Art and Science of Practice Education – 32245
- Art and Science of Practice Education (Online) – 35405