

De Montfort University

Course Template

1. Basic information

- Course Name: PG Cert Practice Education
- Course Code: PN079T
- Level (UG, PG): Postgraduate Taught
- Academic Period: 2015
- Faculty: HLS - Faculty of Health & Life Sciences
- Department: School of Nursing and Midwifery
- PMB: NRMW
- Offered at:
- Type (single, joint.): SI
- Highest Award : Postgraduate Certificate
- All possible exit awards : Institutional Postgraduate Credit
- Award notes :

Professional Body Recognition

- Accreditation by Professional/Statutory body:
- Exemption by Professional/Statutory body:
- Details
- Modes of attendance: Main MOA: Part-Time
Other MOA: Previously Part Time, ET or IT for All Session
- Mode Notes:
- Course leader: Nikki Welyczko

2. Entry Requirements and Profile

- Effective registration with the NMC/HCPC or other appropriate professional statutory regulatory body
- Have a minimum of one year's post-registration experience, normally within a health practice setting
- Demonstrate the ability to study successfully at level 7
- Have access to a student/ learner to support
- Have an appropriate supervisor (mentor/sign off mentor/ practice teacher) as required

If English is not your first language, IELTS score of 6.5, or equivalent, is essential.

NHS East Midlands employees may be eligible for funding from Health Education East Midlands and should check with their line manager/trust authorised signatory. Employees from the private, voluntary and independent sector may also be eligible. Please contact us for more information

3. Course Description

Characteristics and Aims

The programme philosophy incorporates the key beliefs about nursing and nursing education and leads to the key characteristics as follows:-
Both the Health Professions Council and the Nursing and Midwifery Council expect that those

who support students to be appropriately prepared for the role (HPC, 2009, NMC, 2008). The Nursing and Midwifery Council expect those who mentor student nurses to possess an appropriate qualification and recommend that qualification is at degree level. (NMC, 2008). DeMontfort University offer flexible opportunities to undertake a mentorship qualification and Practice Educator qualification. Students can undertake either a BSc /Graduate Cert. Practice Education (both modules at level 6) or the Post Graduate Cert. Practice Education (incorporating the mentorship module at level 6 and the practice teacher module at level 7), thus offering students a choice in their academic and career progression pathway. The aim of the programme is to prepare nurses, midwives and allied health professionals for roles as mentors and practice teachers. The overriding philosophy of the programme is to meet the standards for mentors and practice teachers (NMC 2008) and the HPC Standards for Education and Training (HPC 2009).

The programme is designed to meet the needs of individual practitioners from a wide range of practice settings to achieve the competencies necessary to undertake the role of mentor and practice teacher.

The programme can also be used as a flexible and adaptable route to undertake degree or master level study for continuing professional development (CPD) purposes.

When appropriate, prior learning and experience can be accredited, however students must meet the specific entry criteria laid down by the NMC and HPC.

The diverse range of skills the students bring to the programme is very much valued by the programme team and contributes to a rich learning environment. Due to the wide range of fields of practice and specialist areas that nurses, midwives and allied health professionals wish to practice in as mentors and practice teachers, it is not possible to provide specific sessions that reflect all individual students areas of clinical practice. What the programme does endeavour to provide the student with are the key skills and principles that can be translated into the individual fields of practice. At the same time, the programme offers an opportunity for health professionals to advance their knowledge, which will ensure a reappraisal of current practice whilst enhancing the students' journey.

The programme is based on the belief that continual and evolving learning and education is essential to underpin professional practice. The programme is designed to prepare the new mentor or practice teacher with the skills to continually reflect upon their practice and know how to keep up to date within this fast moving area.

The programme recognises that the establishment of good relationships between professional partners and patients / clients is essential through inter/shared professional learning and education. For successful teaching, learning and assessment to occur, inter-professional co-operation, effective communication and respect is required and this is incorporated into both the academic and practice elements of the programme.

Fundamental to the programme ethos is the recognition that CPD of learning is grounded in flexible, stimulating and empowering modes of delivery and therefore a wide variety of approaches to learning are adopted.

Key Characteristics

- The programme has 40 days learning time; 10 days for the Mentorship module which includes 5 days protected learning in HE and in practice and 30 days for the two Practice Education modules.
- Students will achieve the competencies for Stage 2 and 3 of the Developmental Framework (NMC2008).
- The mentorship module will be offered once per semester, three times per annum.
- The Education in Practice 1 module will be offered in Year 2 semester 1 or 2
- The Education in Practice 2 module will be offered in Year 2 semester 2 or X
- All modules must be passed at the respective threshold to meet the NMC Standards for mentors and practice teachers for nurses and midwives and the HPC Standard for allied health professionals.

- The programme follows a developmental framework from mentor to practice teacher (NMC 2008)
- Nursing and midwifery students complete the mentorship module (year1) and practice as a mentor prior to commencing Education in Practice 1 in year 2, to fulfil the entry criteria for practice teacher. Students who have successfully completed the mentorship module would normally practice as a mentor for 3 months before commencing the Education in Practice 1 module.
- The mentorship module would normally be completed within three months
- The Education in Practice modules would normally be completed within six months.
- Learning takes place in both academic and practice settings
- Includes relevant work based learning i.e. experience in mentoring a student under supervision and experience in acting as a practice teacher under the supervision of a practice teacher.
- A commitment to inter-professional education and shared learning within the programme
- A commitment to academic personal tutoring
- Professional requirements competency development (NMC 2008) and NMC Standards of Professional Conduct, the NMC Code (NMC 2008)
- Professional requirements of conduct, performance and ethics (2008) for allied health professionals
- Learning and teaching that is underpinned by research and evidence base for safe and current practice
- Teaching by a team that comprises lecturers and experienced practitioners from nursing and midwifery backgrounds

The PG Cert. Practice Education aims to enable students to:

1. Become an effective competent mentor and practice teacher to support teaching, learning and assessment in practice to meet the learning needs of students undertaking pre-registration nursing and midwifery programmes and specialist community public health nurses, specialist practice nurses and allied health professionals.
 2. Assess the knowledge, skills and attitudes of students and assess practice for initial registration and a level beyond initial registration
 3. Develop abilities to establish effective inter-personal relationships to support teaching, learning and assessment
 4. Assess the learning needs of students as appropriate to their level of learning, to facilitate learning and constructive feedback in a range of learning environments
 5. Apply a range of learning experiences, for example, involving patients and members of the professional team, to enhance learning and teaching
 6. Provide evidence of student performance and achievement for programme providers as required
 7. Promote safe and effective care based on evidence based practice and research
 8. Manage the evaluation of learning and teaching and the support and planning necessary for failing students
 9. Be accountable for determining the competency of students in accordance with professional registration requirements
 10. Initiate, lead and plan learning experiences for students to meet their individual needs and to work across practice and academic settings
 11. Advise placement managers of professional and academic developments relating to the effective teaching and assessment of students
 12. Work in a multi-disciplinary team and participate in innovation and change within the team using evidence to lead change and improve quality of teaching and learning for students
- Develop critical skills within practice education by the synthesis of ideas that can contribute to advanced practice for improved teaching and learning

Teaching, Learning and Assessment Strategies

The learning, teaching and assessment strategies within this curriculum adhere to the DMU assessment policy and are underpinned by the University's Learning, Teaching and Assessment Strategy (ULTAS) (2007/08-2011/12), available at: <<http://www.dmu.ac.uk/Images/ULTAS->

The Guiding Principles of this are:

- Supporting students through HE
- Maintaining the currency of the curriculum
- Communicating with students
- Assessment of students.

The Faculty (of Health and Life Sciences) Learning Teaching and Assessing Strategy (FLTAS) for Implementation reflects the University Strategy and has been utilised to inform the development of the programme philosophy and programme learning, teaching and assessment strategy. The approaches are designed to draw on the students' current experiences and encourage the application of newly acquired knowledge to practice through shared learning. This includes promoting a high standard of assessment and teaching by relating research / evidence based theory to practice.

The focus of the programme is student-centred learning and includes a wide variety of learning and teaching strategies. There is an enquiry-based focus to the curriculum, but other student-centred activities include case studies, scenarios, small group work, action learning sets, workshops, pod casts, reflection and student presentations. This aims to facilitate the students' ability to integrate theory with practice and meet the increasingly diverse needs of our student groups.

It is through the variety of student-centred activities that all students will develop the skills to critique and synthesise ideas, evaluate and reframe arguments and apply the knowledge to practice. The ability of the student to be able to evaluate the evidence base for teaching, learning and assessment in practice is a core theme that runs across the programme.

To recognise the importance of the partnership approach between the University and our practice partners to education, the Personal Tutor, Module Tutors, Practice mentors and Practice Teachers will work together to provide support and guidance for the student while on placement and both will be involved in the monitoring of the students' progress, the acquisition of skills and the integration of knowledge into practice. Our practice colleagues are also involved through the development of the curriculum, the recruitment of students, the delivery of the taught element by clinical staff with particular expertise within module teams and within some theoretical assessments, which truly reflects the partnership approach to the management of the programme

The use of Technology Enhanced Learning and information technology skills will be taught and developed throughout the programme to enable students' to access information to maximise their learning and enable them to succeed within the modern workplace. The DMU 'Draft threshold for the use of technologies document' have been utilised to guide the design and development of the Blackboard learning materials and will be used for each module.

Meeting the learning outcomes

The learning, teaching and assessment strategies inherent within the programme are designed to ensure that each student is able to provide a sound rationale for their decision making and practice to achieve the standards to become a responsible and accountable mentor and practice teacher.

Students will be expected to take responsibility for their personal, professional and academic development. The emphasis of individual development centred on the collection of evidence for the portfolio will enable the student to reflect on the integration of theory and practice in meaningful way. Students will be required to identify their learning needs in practice with their mentor/supervisor and actively seek opportunities to acquire the knowledge and skills that will enable them to achieve the learning outcomes associated with the programme / modules.

The emphasis is on the link between theory and practice in all the modules. Students will be encouraged to explore, challenge and change existing knowledge and acquire new skills to

achieve competency in teaching, learning and assessment. Students will be expected to demonstrate leadership and innovation skills to develop learning opportunities and strategies in environments where learning takes place.

4. Outcomes

Generic outcome headings	What a student should know and be able to do upon completion of the course
<ul style="list-style-type: none"> Knowledge & understanding 	<p>Knowledge and understanding:</p> <ol style="list-style-type: none"> 1. Critically appraise theories of teaching, learning and assessment in relation to mentorship and practice teaching 2. Provide rationales that support the application of evidence and theory to the teaching, learning and assessment of students in practice settings 3. Critically appraise ethical, professional, policy and legal issues relating to learning, teaching and assessment 4. Identify, evaluate, apply and disseminate research findings related to teaching learning and assessment 5. Synthesise and evaluate strategies necessary for practice teachers to lead and develop teaching, learning assessment in practice environments
<ul style="list-style-type: none"> Cognitive skills 	<p>Cognitive skills:</p> <ol style="list-style-type: none"> 3. Critically analyse a range of evidence that supports teaching, learning and assessment 4. Critically review the impact of personal and professional knowledge, skills, working relationships and the learning environment on the facilitation of teaching, learning and assessment and the initiation of innovation, as required for the development of teaching in practice 5. Critically reflect on personal and professional development to identify strategies for personal development and CPD
<ul style="list-style-type: none"> Subject specific skills 	<p>Subject specific skills:</p> <ol style="list-style-type: none"> 3. Critically analyse the importance of assessing the learning environment and the learning and teaching needs of students in order to plan teaching and learning 4. Appraise and evaluate relevant legislation and policies related to teaching, learning and assessment and work with legislation, local protocols and policies 5. Critically analyse and continually develop teaching, learning and assessment competencies to develop and support the needs of students 6. Critically define and analyse one's own practice and act both independently and practice within the multi-disciplinary team

	<p>7. Recognise through critical reflection own limitations and strategies for development and improvement and the competencies required for accountable practice</p> <p>8. Demonstrate and critically reflect on the leadership skills necessary to enhance learning, teaching and assessment</p> <p>9. Explore, evaluate and implement strategies for quality, innovation and evaluation of teaching, learning and assessment</p>
<ul style="list-style-type: none"> Key Skills 	<p>Key skills:</p> <p>3. Demonstrate the ability to critically evaluate the skills to assess, plan, implement and evaluate strategies for teaching, learning and assessment</p> <p>4. Critically analyse, evaluate, apply and disseminate research findings relating to teaching, learning and assessment</p> <p>5. Exhibit using self evaluation strategies effective communication and interpersonal skills in order to provide constructive student feedback</p> <p>6. Operate competently and confidently evaluate the use of information technology for a range of purposes required to ensure high quality mentoring, teaching, learning and assessment</p> <p>7. Commit to manage and direct lifelong learning and professional responsibility including the skills of planning, self-assessment, critical reflection, self-motivation, independent, resourcefulness and evaluation in order to recognise one's own limitations and enhance knowledge, skills, values and attitudes needed for effective mentoring and practice teaching</p>

5. Structure and Regulations

Relationship Details

<u>Module</u>	<u>Credits</u>	<u>Level</u>	<u>Take/Pass</u>	<u>Semester</u>	<u>Locations</u>
PRED3000	15.00	3	Both	1, 2, X	DM
PRED3003	15.00	3	Neither	1, 2	
PRED5001	15.00	5	Both	1, 2	DM
PRED5002	30.00	5	Both	2, X	DM

Structure

Structure notes

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Course Specific Differences or Regulations

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Numbers at sites, including partner institutions

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Relevant QAA Subject Benchmarking statement(s)

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6. Quality Assurance Information

QA of Workbased Learning

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Liaison with Collaborative Partners

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Procedures for Maintaining Standards

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Course Handbook Descriptor

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