



ACADEMIC SERVICES

MODULE CHANGE LOG

Module code	Module Title
UZUSKP-15-M	Practice Teaching
Approval Date 26/06/21012	Valid from September 2012

1.1

CAP approval date	Change approved with effect from
Date 20/11/2014	Valid from date January 2015

Change:

To change the formative sign off experience document, that has already been validated by the NMC in 2012, to a pass/fail component of the module thus making it a summative component of the module. To reflect this changed emphasis on practice competence the module will also change from a project to a professional practice module.

Rationale:

The nursing profession is regulated by the Nursing and Midwifery Council (NMC). This professional body exists to safeguard the health and well-being of the public. To facilitate this objective, a register of all qualified nurses and midwives as well as specialist public health nurses (SCPHN) is maintained with the requirement to renew registration every three years. The NMC sets standards for nursing practice and the education of nurses and midwives and SCPHN. It also provides guidance on how to interpret these standards (NMC 2008). It requires registered nurses to act as mentors to facilitate learning in practice and to judge the student nurses' fitness for practice and suitability to go onto the register This is usually referred to as "sign off" status.

The module 'Practice Teaching' prepares mentors to support community and public health nurses studying for specialist practice (SCPHN) qualifications (NMC 2008a 3.3 p37). It requires mentors to be competent to judge whether qualified nurses are fit to go onto the specialised NMC register. During this module students spend half of their course learning in practice under supervision requiring facilitated learning and assessment of their practice knowledge, attributes and skill development. Student practice teachers as part of this module are required to have three "sign off" experiences under supervision by a qualified practice teacher. Following a circular from the NMC in July 2012 up to two sign off experiences can form part of an academic preparation for mentoring module.

Validation of the Practice teaching module took place in June 2012 and the NMC validator encouraged the approved formative on-going achievement record based on the NMC (2008) standards for learning and assessment in practice, see attached, to count as one sign off experience. This document is the qualified practice teacher's assessment of the student practice teacher's ability to assess students in practice.

However, it did not form part of the summative assessment. Until recently this has not posed a problem as both the summative essay and formative Standards achievement record were submitted at the same time. Recently we have had discussions with our stakeholders who want recognition of the work undertaken by the students to achieve the learning outcomes in practice. Therefore we are changing the 'formative' sign off experience to a summative component of the module which together with the essay will count as two sign-off experiences as recommended at the validation event.

Changing this document to a summative component also will make administration of the document easier and will allow for a clearer audit trail during QAA or NMC inspection. It also validates the work of the qualified practice teachers who continue to support these students effectively in practice and gives them a clearer opportunity to say if the student is not

suitable to be a practice teacher during the course. It will also remove some of the uncertainty about the value of completing this document in time for the summative assessment date.

2.

CAP approval date	Change approved with effect from
Date	Valid from
Change	
Rationale	

3.

CAP approval date	Change approved with effect from
Date	Valid from date
Change	
Rationale	




ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Practice Teaching				
Module Code	UZUSKP-15-M	Level	M	Version	1.1
Owning Faculty	Health and Applied Sciences	Field	Maternal and Child Health		
Contributes towards	MSc Advanced Practice MA/MSc/PGDip/PGCert Professional Development BA(Hons)/BSc (Hons) GradDip /Grad Cert/Cert Professional Development MSc Specialist Practice BSc (Hons) Public Health (Specialist Community Public Health Nursing) PG Dip Public Health (Specialist Community Public Health Nursing)				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Professional Practice
Pre-requisites	Working in a relevant area of practice	Co-requisites	None		
Excluded Combinations	None	Module Entry requirements	As required by statutory professional bodies/ by agreement with Module Lead		
Valid From	January 2015	Valid to	September 2017		
CAP Approval Date	20/11/2014				

Part 2: Learning and Teaching	
Learning Outcomes	<p>Recognise learners stage of learning, relate theory to practice, support and enable learners, develop their learning and through critical reflection identify future learning experiences (NMC (2008) Domains: Facilitation of Learning, Evaluation of Learning) Component A & B</p> <p>Act as a resource within an inter-professional team, contribute to an effective learning environment in which safe evidence based practice is fostered, implemented and evaluated (NMC (2008) Domains: Create an Environment for Learning, Evidence based practice) Component A & B</p> <p>Critically analyse the principles and practices of effective learning and assessment in the workplace (NMC (2008) Domains: Assessment and Accountability, Evaluation of Learning, Context of Practice, Evidence Based Practice. Leadership) Component A & B</p> <p>Critique and establish effective working relationships that facilitate personal development in self and others moving into specific areas of practice or a level of practice beyond initial registration (NMC (2008) Domains: Establish Effective Working Relationships, Evaluation of Learning, Leadership) Component A& B</p>

	<p>Collaborate with educationalists to collate ,develop and evaluate professional curriculum(NMC (2008) Domains: Facilitation of Learning , Evaluation of Learning , Leadership) Component A & B</p> <p>Be accountable for confirming that the learner has met or not met professional competencies (NMC (2008) Domains: Assessment and Accountability, Leadership) Component A & B</p> <p>Within the confines of safe practice, lead, maintain and evaluate professional boundaries that are sufficiently flexible for providing inter-professional care (NMC (2008) Domains: Context of Practice, Leadership) Component A & B</p> <p><i>For Nurses and Midwives only: On completion of this module stage 3 Practice Teachers will be expected to provide evidence regarding the above learning outcomes.</i></p>
Syllabus Outline	<p>Establishing Effective Working Relationships Establishing effective working relationships in the context of inter-professional working Positive Role modelling and supporting students moving into specific areas of practice or a level beyond initial registration Supporting mentors</p> <p>Facilitation of Learning Enable learners to relate theory to practice through the development of critical reflection Facilitating the integration of learning from the workplace and academic settings Consider effective facilitation including communication especially questioning and feedback skills Design, assess and evaluate professional curriculum accessed by learners at both registration level and beyond</p> <p>Assessment and Accountability Consider accountability in the principles and practices of effective learning and assessment in the workplace Design and develop frameworks for support, supervision and assessment</p> <p>Evaluation of Learning Consider the practice of others including beyond initial registration with reference to curriculum developments, design, quality assurance systems, leadership and national standards Lead and provide feedback about the effectiveness of learning and assessment in practice. Collate evidence on the quality of education relating to the professional regulatory body standards</p> <p>Create and Environment for Learning Create an environment for learning for others including beyond initial registration</p> <p>Context of Practice Evaluate the context of practice, practice development and change Prioritise work to accommodate the support of students in the context of practice</p> <p>Evidence Based Practice Theories of adult learning and teaching The principles, application and professional implications of teaching, learning and assessment theories that safeguards appropriate professional standards</p>

	<p>Theories of Reflection Disseminate effective evidence based practice</p> <p>Leadership Lead, plan and deliver a range of learning experiences to meet students defined learning needs Facilitate a selection of appropriate learning strategies to integrate learning from practice Support and act as an advocate for students in accessing a range of learning opportunities involving service users, carers and professionals</p>																		
<p>Contact Hours/Scheduled Hours</p>	<p>30 contact hours plus independent study, tutorials and student directed activities totalling 30 days protected time across the six months of the module in order to meet the NMC (2008) SLAiP requirements</p>																		
<p>Teaching and Learning Methods</p>	<p>A variety of approaches will be used which will include workshops, blended learning, role play, discussion and reflection on practice through units of study.</p>																		
<p>Key Information Sets Information</p>	<p><u>Key Information Set - Module data</u></p> <p><i>Number of credits for this module</i> 15</p> <table border="1" data-bbox="475 887 1238 1088"> <thead> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> </thead> <tbody> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <p style="text-align: right;"></p> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Coursework - Written assignment Practical Exam - Practice competence</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <p style="text-align: center;">Total assessment of the module:</p> <table data-bbox="587 1603 1270 1749"> <tr> <td>Written exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="border: 1px solid black; text-align: center;">50%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">50%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150	Written exam assessment percentage	0%	Coursework assessment percentage	50%	Practical exam assessment percentage	50%		100%
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Practical exam assessment percentage	50%																		
	100%																		
<p>Reading Strategy</p>	<p>Core reading</p> <p>Any core reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module handbooks will also reflect the range of reading to be carried out.</p> <p><i>Please purchase either:</i></p>																		

	<p>Gopee, N. (2010) <i>Practice teaching in healthcare</i>. London, Sage Publications. or Smith A., McCaskill H., Jack K. I. (2009) <i>Developing advanced skills teaching in practice</i>. Basingstoke, Palgrave MacMillan.</p> <p>Further reading</p> <p>Further reading will be required to supplement the set text and other printed reading. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p>Access and skills</p> <p>The development of literature searching skills is supported by a Library seminar provided within the first semester. Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the library web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.</p>
Indicative Reading List	<p>Indicative reading list</p> <p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, current advice on readings will be available via the module handbook</p> <p>Aston, L. and Hallam, P. (2011) <i>Successful mentoring in nursing</i>. Exeter, Learning Matters Ltd.</p> <p>Cassey, D., Clark, L. and Hayes, S. (2013) <i>Study skills for master's level students: a reflective approach for health and social care</i> London: Lantern Publishing Ltd</p> <p>Gopee, N. (2010) <i>Practice teaching in healthcare</i>. London, Sage Publications. This is also available as an e book.</p> <p>Hinchliff, S. (2009) <i>The Practitioner as teacher</i> 4th Ed. Edinburgh: Churchill Livingstone ebook</p> <p>Quinn, F.M. and Hughes, S.J. (2013) <i>Quinn's, the principles and practice of nurse education</i>. 6th Ed. Andover, Hampshire: Cengage Learning. ebook</p> <p>Smith A., McCaskill H., Jack K. I. (2009) <i>Developing advanced skills teaching in practice</i>. Basingstoke, Palgrave MacMillan.</p> <p>Walsh D (2014) <i>The Nurse Mentors Handbook Supporting students in Clinical Practice</i> 2nd Edition McGraw Hill</p> <p>Wigens,L., and Heathershaw, R. (2013) <i>Mentorship and Clinical Supervision Skills in Healthcare</i> 2nd Ed Andover, Hampshire: Cengage Learning</p>

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Part 3: Assessment	
Assessment Strategy	<p>Component A</p> <p>In the assessment students are asked to use the on-going achievement record to achieve the NMC (2008a) SLAiP domains. This provides a synthesis of the student's portfolio of evidence and is an assessment of the student's practice competence.</p> <p>Component B</p> <p>At level M students are expected to critically evaluate and synthesise their facilitation and assessment experiences and role against current literature and debate the wider social and political implications of facilitating and assessing in practice in a written evaluative assignment. .</p>

Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Practice Teacher NMC Standards Ongoing Achievement Record	Pass/Fail	

First Sit		
Component B (controlled conditions) Description of each element	Element weighting (as % of component)	
2. 2,500 word written assessment	100 %	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Practice Teacher NMC Standards Ongoing Achievement Record	Pass/Fail	
First Sit		
Component B (controlled conditions) Description of each element	Element weighting (as % of component)	
2. 2,500 word written assessment	100 %	

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.