

LEARNING AND ASSESSING IN PRACTICE

Version number 1

Level H

Credit Value 20 (ECT 10)

Effective from September 2012

PRE-REQUISITES AND CO-REQUISITES

None

AIM

To prepare practitioners for a role in facilitating student learning and the assessment of student practice. For practitioners who are required to facilitate nursing and midwifery students, the unit enables them to attain sign-off status (NMC 2008).

INTENDED LEARNING OUTCOMES

Having completed this unit the student is expected to:

1. Critically analyse the knowledge, skills, responsibilities and professional accountability required to effectively facilitate learning in practice
2. Analyse how knowledge of educational theory and professional guidelines enhance students learning in practice
3. Identify factors to maximise opportunities for student learning and critically review support mechanisms to promote students potential.
4. Critically evaluate the processes and nature of assessment within your practice environment.
5. Demonstrate knowledge of the structure and aims of educational programmes of students from their practice area
6. Critically reflect on your personal skills and professional accountability in the context of assessment of practice

LEARNING AND TEACHING METHODS

The learning and teaching strategies of this unit are blended. Some sessions are university based and comprise lectures, seminars and group work, whilst other sessions are delivered via the web platform MyBU. Students are also expected to participate in elements of work based learning and reflect upon these within their assessment.

ASSESSMENT

Summative Assessment:

Learning outcomes 1, 2, 5, & 6 will be assessed by coursework – 2500 word equivalent (50%)

Learning outcomes 3 & 4 will be assessed in practice 2000 word equivalent (50%)

Students have to pass both elements of the assessment:

Indicative assessment Information:

- *Practice Assessment (50%):* Learning outcomes 3 & 4 will be assessed through a teaching and an assessment session in the practitioner's clinical setting. The student will be assessed via a graded assessment tool in practice on a teaching and an assessing episode. All elements outlined in the graded assessment tool have to be passed. If sign-off status is sought (see below), these sessions will be assessed by a sign-off mentor with the student facilitating the appropriate level of pre-registration learner.

If sign-off status is not sought the assessor of these sessions can be any practitioner who has undertaken a learning and assessing course and is on a mentor database.

- *Coursework (50%):* Learning outcomes 1, 2, 5 & 6 will be assessed via a portfolio of learning (equivalent to 2500 words). This will be part guided study and part reflective in nature.

Sign-off status for Nurses and Midwives:

NMC Standards to support learning and assessment in practice (2008) require all midwife mentors and nurses supporting students in their final placement, to attain sign-off status. This comprises successful completion of three assessments of a learner in practice. The NMC (2010) now allow for two out of the three assessments to be via a range of methods which include simulation, role play, objective structured clinical examination (OSCE) and interactive use of electronic resources. Therefore Included in the guided portfolio will be evidence of the student undertaking up to two 'simulated' teaching and assessing sessions of learners. The final teaching and assessment session must be undertaken in practice by an existing sign-off mentor, facilitating an appropriate level learner

INDICATIVE CONTENT

The content for this unit will include:

- Knowledge and skills required for facilitating learning and assessing practice.
- Experiential learning theory.
- Learner's outcomes and action planning.
- Setting the context of practice, learning opportunities within the learning environment.
- Student motivation and satisfaction.
- Evaluating learning.
- Evidenced Based Practice.
- Assessment strategies and feedback.
- Student difficulties – barriers to learning, 'failing' students.
- Professional Guidelines and Accountability.
- Leadership.

Profession specific

- An overview of student programmes and performance levels
- Practice assessment tools and documentation
- Guidelines from relevant professional body.
- Processes for accrediting Sign off Mentors (Nursing and Midwifery students)

INDICATIVE KEY LEARNING RESOURCES

Aston, L. and Hallam, P., 2011. *Successful Nursing in Mentoring*. Exeter, UK: Learning Matters Ltd

Downie, C., & Basford P., 1998. *Teaching and Assessing in Clinical Practice* (2nd edition). Greenwich: University Press

Duffy, K., and Hardicre, J. 2007. Supporting failing students in practice 1: assessment. *Nursing Times*. 103 (47), 28 -29.

Duffy, K., and Hardicre, J. 2007. Supporting failing students in practice 2: management. *Nursing Times*. 103 (48), 28 -29.

Gopee N., 2011. *Mentoring and Supervision in Healthcare*. (2nd ed). London: Sage.

College of Operating Department Practitioners, 2009. *Standards, recommendations and guidance for mentors and practice placements*. London: HPC

Health Professions Council, 2009. *Standards of Education and Training Guidance*. London: HPC

Health Professions Council, 2009. *Standards of Proficiency - Operating Department Practitioners*. London: HPC

Hinchliff, S. (ed) 2009. *The Practitioner as Teacher*. (4th ed). London: Churchill Livingstone

Nursing and Midwifery Council. 2010. *Standards for Pre-registration Nursing Education*. London: NMC.

Nursing and Midwifery Council. 2009. *Standards for Pre-registration Midwifery Education*. London: NMC.

Nursing and Midwifery Council. 2008. *Standards for Learning and Assessing in Practice*. London: NMC.

Nursing and Midwifery Council., 2008. *The Code: Standards of conduct, performance and ethics for nurses and midwives*. London: NMC.

Morton-Cooper, A. & Palmer, A. 2000. *Mentoring and Preceptorship: A Guide to Support Roles in Clinical Practice* (2nd ed). Oxford: Blackwell Scientific Publications

Smith A. Mcaskill, H & Jack, K., 2008. (eds) *Developing Advanced Skills in Practice Teaching*

Stuart, C. 2007. *Assessment, Supervision and Support in Clinical Practice: a guide for nurses, midwives and other health professionals*. (2nd ed.) Edinburgh: Churchill Livingstone.

Woodhouse, J. 2007. *Strategies for healthcare education. How to teach in the 21st century*. Oxford: Radcliffe Publishing.

Further reading and web links will be provided during the unit

Additional Reading

Benner, P. 1984. *From Novice to Expert: Excellence and Power in Clinical Nursing Practice*. California: Addison-Wesley Publishing Company.

Duffy, K. 2004, *Failing Students – Research report NMC & Glasgow Caledonian University London: NMC*

Kinnell, D. and Hughes, P., 2010. *Mentoring Nursing and Healthcare Students*. London: Sage Publications

Peate, I. 2006. *Becoming a nurse in the 21st Century*. John Wiley & Sons: Chichester.

Quinn, F. 2000. *Principles and Practice of Nurse Education. (4th edition)*. London: Chapman and Hall.

RCN Toolkit for mentors

http://www.rcn.org.uk/_data/assets/pdf_file/0008/78677/002797.pdf {Accessed 11.1.2010} This has some useful tips however should be read in the light of changes to the NMC standards since it was published. It is due for review.

Additional web sites

<http://www.dh.gov.uk>

<http://www.hpc.co.uk>

<http://www.nmc-org.uk>

<http://www.rcn-org.uk>

<http://www.bournemouth.ac.uk/ihcs>

www.uwash.edu/mentoring/tools.html

www.support4learning.org.uk/education/Lstyles.html

www.herts.ac.uk/envstrat/HILP/gradskill/selfmanage/skillreflect.htm

www.campaign-for-learning.org.uk

www.coachingandmentoring.com/quizzes.htm