

Module Specification

Module Summary Information

1	Module Title	Community Practice Teaching: Education and Practice
2	Module Credits	20
3	Module Level	7
4	Module Code	LBR7667
5	Semester Taught	1, 2 and 3

6	Module Overview
<p>This level 7, 20 credit module aims to be a structured education programme aspiring to prepare qualified registrants for the role of supporting and assessing nurses and/or midwives undertaking an SPQ or SCPHN programme. The development of this module is timely following the revision of the NMC Standards for Student Supervision and Assessment (SSSA) (NMC, 2018) with the focus and attention being given to Practice Supervisor and Practice Assessor roles.</p> <p>The proposed module aims to make explicit the expectations of an advanced level of practice demonstrated by registered nurses and midwives who will have completed a Nursing and Midwifery Council (NMC) approved field specific Specialist Practitioner Qualification (SPQ) or Specialist Community Public Health Nurse (SCPHN) programme, who work autonomously and engage in complex decision-making. Since the withdrawal of the NMC Community Nursing Practice Teacher Standards (2018), the Practice Teacher qualification has ceased to be offered by many, if not all Higher Education Institutions (HEIs) in the United Kingdom and this has led to a significant impact on the SPQ/SCPHN practice experience and thus the preparation assessors and supervisors feel they have for their role in supporting students.</p> <p>It is anticipated that clinicians who work in community public health and have a role in supporting students undertaking either the SPQ or SCPHN qualification will enrol upon this module. It is assumed that all module applicants will have some understanding of the NMC's (2018) SSSA standards and how they apply to post qualifying specialist healthcare practice and are actively engaged with supporting students within their daily clinical role.</p> <p>It is proposed that to enable busy clinicians to access the module, that the taught sessions will involve a mixture of synchronous and asynchronous sessions, delivered online. The module is designed to equip the Specialist Community Public Health Nurse or Specialist Practitioner with the unique skills, knowledge and understanding of the Practice Assessor and Practice Supervisor role following the inception of the NMC (2018) SSSA Standards and how to effectively support and assess specialist healthcare practice students with their learning during clinical placements.</p> <p>This module sits within the Professional Practice Programme, within the Post Qualifying Practice Department. It is one of the modules available from a suite of modules within the</p>	

Professional Practice Programme which are available either for the post graduate MSc student to choose to undertake or as a standalone credit bearing module available to graduates working within community health care practice.

7	Indicative Content
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Roles & Responsibilities;

SSSA NMC (2018),
 Supervisors, Assessors & Academic Assessors, student
 Leadership within the Practice Assessor/Practice Supervisor role
 Professional conduct
 Professional relationships and boundaries
 Preparing for students
 Understanding the Practice Assessment Document (PAD)

Learning Theory;

Understanding yourself & the student's learning styles
 Self-assessment tools, quiz/inventory
 Engaging with models of reflection
 Learning theory – e.g Honey & Mumford (1986), Rosewell (2017) Kolb Learning Cycle
 How learning theory can be applied to the clinical environment

Assessing Learning Needs;

Assessment theories
 Understanding the needs of the student when considering assessment in practice
 Supporting students with specific learning needs/reasonable adjustments
 Supporting the neurodiverse student

Lesson Planning;

Planning teaching opportunities & effectively implementing a programme of learning
 Assessment tools and theory
 Using tools to structure learning
 Using simulated learning experiences

Models for Delivering Constructive Feedback in Advanced Practice;

e.g. Kipling's Men, AID
 Communication and coaching models;
 e.g. Collaborative Learning in Practice (CLiP), GROW, SOAR
 Difference between coaching & mentoring
 Preparation for meetings with students
 Communication skills
 Delivering constructive feedback

Accountability and Understanding Processes for Supporting Students who are not Meeting Expected Standards;

e.g. identifying the underachieving student
 Cause for concern escalation,
 Managing the student reaction,

Consequences of Failure to Fail (Hunt, 2016)

Strategies to Support;

e.g. Action plans to support struggling students
University processes available to support students
Support for the excelling student

Evaluating the Overall Process;

Considering future training needs and CPD
Utilising reflective models to improve practice in assessing students

8 Module Learning Outcomes	
On successful completion of the module, you will be able to:	
1	Utilising academic skills, retrieve and apply appropriate evidence and knowledge to formulate critical debate required at level 7.
2	Critically appraise teaching and learning strategies that support the facilitation of theory to clinical practice in an interprofessional context.
3	Demonstrate a critical understanding of facilitating, assessing and evaluating learning by developing critical reflective strategies to advance your own and others' teaching practice.
4	Demonstrate ability to evaluate student learning and outcomes, and provide ongoing feedback and feedforward to the learner, including following assessment.

9 Module Assessment			
<p><i>Choose from one of the three general categories of assessment for each learning outcome: Coursework, Exam or In-Person and then specify the assessment type and weighting in the relevant column/row.</i></p> <p><i>Further guidance on types of assessment and the categories for each type can be sourced via the Education Development Service's Owning your Curriculum Guide.</i></p> <p><i>An example is provided in the blue section below [example to be deleted in the final specification]</i></p>			
Learning Outcome Number	Coursework	Exam	In-Person
1 - 4	100%		
10 Breakdown Learning and Teaching Activities			
Learning Activities	Hours	Details of Duration, Frequency and other comments	

Scheduled Learning (SL) includes lectures, practical classes and workshops as specified in timetable	<i>29 over 8 weeks</i>	<i>7 weeks of lectures; Timings; 10am-12noon and 1-3pm (4 hours each week) 1 hour per student week 8 – tutorial support towards summative assessment</i>
Directed Learning (DL) includes placements, work-based learning, peer group learning external visits, on-line activity, Graduate+, peer learning, as directed on VLE	<i>71 over 8 weeks</i>	<i>Directed study activities following each week of taught content. Designed to encourage the student to read further, develop their knowledge, engage in self-assessment tools and prepare towards the module summative assessment.</i>
Private Study (PS) includes preparation for exams	<i>100</i>	<i>Independent study following the taught sessions.</i>
Total Study Hours:	<i>200</i>	

11 | Key Texts and Online Learning Resources**Key Texts**

Clarke, N. *The Student Nurse's Guide to Successful Reflection: Ten Essential Ingredients*. Maidenhead: Open University Press

Elcock, K. (2022) *A Nurse's Survival Guide to Supervising and Assessing*. London: Elsevier

Gopee, N. (2023) *Supervision of Learning and Assessment in Healthcare, 5th ed.* London: Sage Publishing

Gopee, N. (2010) *Practice Teaching in Healthcare*. London: Sage Publishing

Lidster, J. and Wakefield, S. (2021) *Student Practice Supervision and Assessment; A Guide for NMC Nurses and Midwives, 2nd ed.* London: Sage Publishing

NMC (2018) *Standards for Student Supervision and Assessment (SSSA)* London: NMC

NMC (2022) *Standards of Proficiency for Community Nursing Specialist Practice Qualifications (SPQ)*. London: NMC

NMC (2022) *Standards of Proficiency for Specialist Community Public Health Nurses (SCPHN)*. London: NMC

The Queen's Nursing Institute (QNI) (2023) *Standards for Community Practice Teaching Education and Practice*. London: QNI

Online Resources

The Nursing and Midwifery Council <https://www.nmc.org.uk/>

The Queen's Nursing Institute <https://qni.org.uk/>