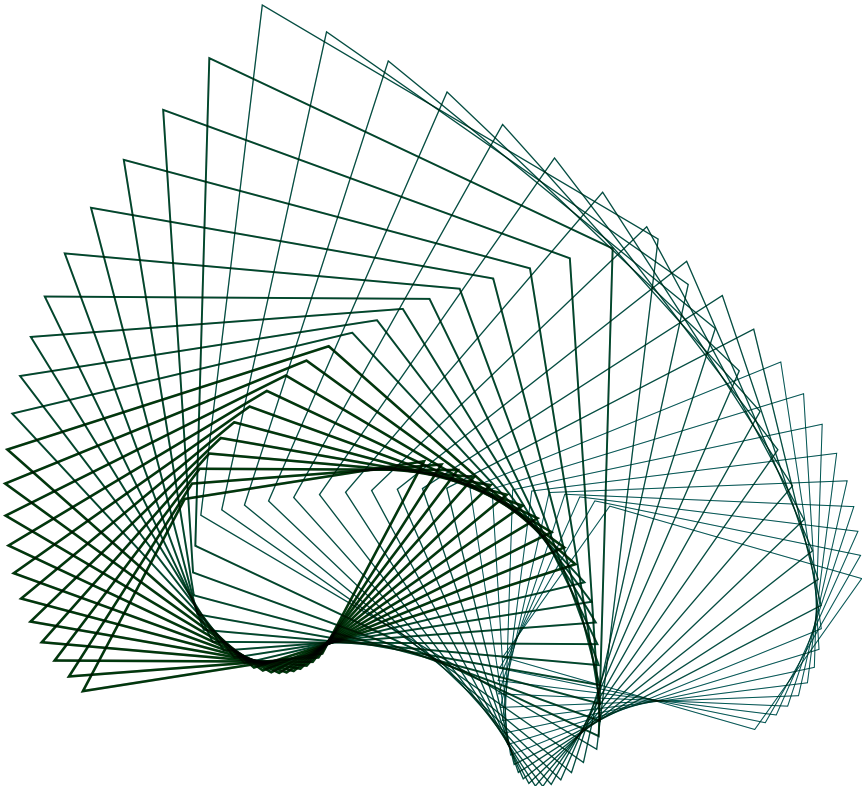


Learning and Teaching
for Professional Practice
Postgraduate Programmes 2010



Learning and Teaching for Professional Practice

MSc

Learning and Teaching for Professional Practice

The Learning and Teaching for Professional Practice programme forms part of the Learning and Teaching Framework, which is hosted by the Centre for Research in Nursing and Midwifery Education (CRNME). The programme, which commenced in September 2006, offers the opportunity to study learning and teaching at postgraduate level leading to the awards of Postgraduate Certificate, Postgraduate Diploma or MSc.

The framework is targeted at a broad spectrum of individuals from health and social care settings, compulsory, post-compulsory and further education sectors, who wish to develop their role to support learning in education and practice settings.

These awards will enable appropriately qualified health and social care professionals and teachers to acquire a professionally accredited teaching qualification through achieving formal recognition of their existing expertise and through the development of new knowledge, skills and understanding.

The awards enable all participants to develop an enquiring, reflective, critical and innovative approach to the daily experience of contemporary educational and professional practice.



I was a Resuscitation Officer in clinical practice when I commenced the course, but have since been very fortunate to secure a position as a tutor in a Higher Education institution.

Liz Rockingham, MSc Learning and Teaching for Professional Practice



Core Modules

Journey of Development

This module will expose you to a culture of development, whereby you can focus on and design your personal and professional journey of development, leading to deep learning and independence.

Effective Learning in the Practice Setting

This module gives you the opportunity to consider and critically evaluate links between theory and practice and to explore strategies relevant to the facilitation and support of learning within the workplace.

Advancing Learning and Teaching Skills

This module increases your knowledge and understanding of the complexities of learning and teaching, assessment and evaluation in order to review critically and enhance your expertise in these areas of professional practice.

Innovation and Learning

This module provides a stimulating and challenging learning experience, developing conceptual knowledge and understanding of experiential learning, exploring practice-based innovation and change.

Dissertation (for the MSc)

The MSc dissertation/project is intended to enable teachers to acquire the knowledge, skills and understanding they need to actively contribute through research to the development of the area of professional practice in which they work.

Optional Modules

Research for Practice

This module assists you to explore and examine the nature of the research enterprise, and its relationship to the natural and social sciences which include health, education and/or social care. It develops a critical understanding of the range of theoretical, methodological and ethical issues associated with the study of health, education and social care. You will examine the convention of dividing research into qualitative and quantitative approaches and their relationship to evidence-based policy and practice.

Leadership and Management

This module invites you to critically review your assumptions about leadership and management, and to reflect on your own and your organisation's leadership practices.

Curriculum Development: Diversity in Delivery

On this module you will gain an understanding of the processes involved in curriculum design and development and explore innovative strategies to enhance the learning journey. As a focus of the module is diversity in delivery, a number of strategies will be explored: curriculum design, curriculum models and factors that influence curriculum development. You will be given the opportunity to explore the nature of knowledge and experience and how a curriculum can address these aspects. To explore this further, consideration will be given to the integration of information technology and the use of skills laboratories to enhance curriculum design.

Creating an Inter-professional Workforce

This module provides an educational framework that promotes and develops collaboration between practitioners and organisations, creating a dialogue that facilitates work-based projects. It covers four detailed topics: inter-professional learning and development, inter-professional working, delivering inter-professional learning, and a case analysis.

Supporting Students

This module examines ways of creating supportive learning communities and the implications for the teaching and learning process. It includes an evaluation of the core conditions of acceptance, empathy and congruence, learning theories and their relationship to the support process.

Factfile

Typical entry requirements

All applicants must have a relevant professional qualification with a minimum of one year's experience (post-qualification) and a degree or equivalent with the potential to achieve at postgraduate level, and be employed in a teaching/training capacity.

Candidates for whom English is not their first language will normally be required to have IELTS 6.5 or above (or equivalent).

Nurses must have three years' full-time experience (or equivalent part-time) in relevant professional practice in the last ten years.

Programme length

Postgraduate Certificate: 12 months part-time

Postgraduate Diploma: 24 months part-time

MSc: 36 months part-time

Overall student workload

150 hours per 15-credit module (30 hours taught)

300 hours per 30-credit module (60 hours taught)

Planned intake

20 on any module

Start date

September

Programme Director

Alison Rhodes

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Tailoring the Student Experience

At the initial applicant enquiry an informal discussion will take place to offer information regarding the framework and to ascertain your previous learning and development.

This discussion will assist you to make an informed decision as to the right journey of development for you, based on your needs, wishes and interests. It will also take into account the requirements for your professional role.

This is an exciting component of the recruitment and selection process, informally exploring your needs and future aspirations for career and study.

Learning and Teaching Framework

The Learning and Teaching Framework offers a progressive structure that will assist you to progress from one stage to the next. You may wish to choose to study for one of these awards or undertake modules on a 'stand-alone' basis to allow flexibility and freedom.

The framework commences with the Mentorship module, leading on to the practice teacher qualification, Postgraduate Certificate in Learning and Teaching for Professional Practice, Postgraduate Diploma in Learning and Teaching for Professional Practice and the MSc in Learning and Teaching for Professional Practice.

Mentorship module

The Mentorship module forms part of the NMC standards for Supporting Learning and Assessing in Practice (Mentor), which can be accessed by a variety of health care professionals who have a responsibility to support learning in practice.

A nurse or midwife wishing to undertake this module will be required to have one year's post-qualification experience prior to attending. In preparation for this module, you would be encouraged to engage in the Associate Mentor preparation provision, which will be offered within NHS Trusts, led by Trust personnel with educational responsibilities.

Once this preparation has been completed, you will be able to become part of the practice mentorship team, working alongside a registered mentor and assisting in the support of learners and learning in practice.

The Mentorship module is a generic module (offered at Level HE2 and Level HE3) that assists participants from a number of professional groups to develop their knowledge, understanding and skills. This is done through exploration, enquiry and reflexivity and aims to develop and enhance coaching, assessment and facilitation skills.

Those who show an aptitude for learning, teaching and supporting learners or a keen interest in this area will be actively encouraged to progress onto the further study.

Practice Teacher qualification

The Practice Teacher NMC qualification can be accessed by individuals on the NMC register. This pathway includes three modules: Mentorship (Level HE3), Journey of Development and Effective Learning in the Practice Setting.

This qualification forms part of the NMC standards for Supporting Learning and Assessing in Practice (Practice Teacher), which offer preparation for primary care nurses who are supporting learners undertaking specialist community public health nursing qualifications and specialist practice qualifications. Other practitioners who wish to develop their role in practice education may also opt to complete this award. To achieve this qualification, it is compulsory for a nurse or midwife to complete this.

Conversely these modules can be accessed on a stand-alone basis, which would benefit practice educators from the health care compulsory and post-compulsory sectors. The modules can be studied individually although it is envisaged that they would be studied at the same time.

Once the Mentorship module has been successfully completed at Level HE3, plus the Journey of Development and Effective Learning in the Practice Setting modules, the nurse or midwife can record this study as meeting the NMC standards for the Practice Teacher qualification.

The anticipation would be that you would undertake further study by stepping on to the remaining modules associated with the Postgraduate Certificate (Advancing Learning and Teaching Skills, and Innovation and Learning).

Postgraduate Certificate

For nurses and midwives, this forms part of the NMC standards for Supporting Learning and Assessing in Practice (Qualified Teacher). On completion of the four core modules, the nurse or midwife can record this study as meeting the standards for the Qualified Teacher and therefore register with the NMC.

Once you have achieved 60 Level HEM credits through successfully completing the four core modules, you would be eligible for the Postgraduate Certificate in Learning and Teaching for Professional Practice and therefore could step off. Alternatively, you could proceed to the Postgraduate Diploma.

Postgraduate Diploma

As all core modules will have been previously completed (60 Level HEM credits) you will be required to complete a further 60 Level HEM credits by accessing and choosing from the

optional modules. The credit accumulation and transfer process can be utilised to achieve this (that is, if modules were initially chosen as stand-alone and you had not registered for an award). The optional modules are an eclectic way of achieving the outcomes for this award.

Once you have completed 120 Level HEM credits, you would be awarded the Postgraduate Diploma if you chose to step off the programme. However, you would be encouraged to progress to the MSc stage.

MSc

To be awarded the MSc, you are required to successfully achieve 180 Level HEM credits through successful completion of a research project.



Programme Structure and Modules

Learning and Teaching for Professional Practice	
Compulsory Modules	Credits
Journey of Development	15
Effective Learning in the Practice Setting	15
Innovation and Learning	15
Advancing Learning and Teaching Skills	15
<i>Potential exit with the PGCert</i>	60
Optional Modules (60 credits required)	Credits
<i>Optional modules*</i>	60
<i>Potential exit with the PGDip</i>	120
Dissertation	60
<i>Exit with MSc</i>	180

*See option modules list



Optional Modules and Credits

The standard optional modules on this programme are shown below. The amount of credits awarded for each module is shown in brackets.

- Research for Practice (compulsory for MSc) (30)
- Leadership and Management (15)
- Curriculum Development: Diversity in Delivery (15)
- Creating an Inter-professional Workforce (15)
- Supporting Students (15)

Additional Optional Modules

You have the opportunity to undertake additional modules from a very wide range if required. The amount of credits awarded for each module is shown in brackets.

- Advanced Communication Skills (15)
- Assessment in Public Health Practice (15)
- Cancer Pathophysiology and Treatment (15)
- Case Management (15)
- Challenges in Pain Management (15)
- Chronic Disease Management (15)
- Clinical Issues in Palliative Care (15)
- Contemporary Issues in Mental Health Care (15)
- Current Issues in Advanced Midwifery Practice (15)
- Developing Dementia Care (15)
- Epidemiology and Health Protection (15)
- Ethics (15)
- Leading Empowered Partnerships (15)
- Learning Review (15)
- Learning Through Professional Practice (15)
- Minor Ailments Management (15)
- Minor Injuries Management (15)
- Nurse Independent/Supplementary Prescribing (V300) (30)
- Nutrition (15)
- Principles and Practice of Perineal Repair for the Midwife (15)
- Protecting and Safeguarding the Child (15)
- Psychosocial Aspects of Care (15)
- Radiotherapy and Supportive Care (15)
- Sexual Health (15)
- Skills for the Children's Workforce (15)
- Valuing Work-based Learning (15)

Graduate Profile:

Liz Rockingham

MSc Learning and Teaching for Professional Practice

As a nurse who has been qualified for more than 20 years, I have spent much of my professional life teaching and have attended various courses in the clinical environment and the classroom.

I had successfully completed various teaching courses including the Certificate in Education (post-compulsory) and wanted to consolidate my experience, as well as have the opportunity to explore and critically examine the nature of learning and teaching.

The MSc Learning and Teaching for Professional Practice allowed me to do this and more. I found it to be a flexible mode of study which I could fit around my other responsibilities. The course has given me the chance to analyse concepts and ideas, as well as study learning and teaching.

It has also led to a change of role. I was a Resuscitation Officer in clinical practice when I commenced the course, but have since been very fortunate to secure a position as a tutor in a Higher Education institution.

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Every effort has been made to ensure the accuracy of the information contained in this brochure at the time of going to press. The University reserves the right, however, to introduce changes to the information given including the addition, withdrawal or restructuring of degree programmes.

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