

PROGRAMME SPECIFICATION

Certificate of Professional Development in Mentorship in Clinical Practice

Awarding institution	Liverpool John Moores University
Teaching institution	LIVERPOOL JOHN MOORES UNIVERSITY
JACS Code	B700
Programme Duration	
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	DOH (2004): The NHS Knowledge and Skills Framework (NHS (KSF) and the Development Review Process. QAA (2008): The framework for Higher Education qualifications in England, Wales and Northern Ireland LJMU (2009): Revised Learning Teaching and Assessment (LTA) strategy. LJMU (2003): Requirements and guidelines for implementing the assessment review recommendations 2nd Edition NMC (2008) Standards to support learning and assessment in practice 2nd Edition NMC (2009) Standards for pre-registration midwifery education NMC (2010) Standards for pre-registration nursing education
Programme accredited by	Nursing and Midwifery Council (NMC)
Description of accreditation	
Validated target and alternative exit awards	Certificate of Professional Development in Mentorship in Clinical Practice
Programme Leader	Jackie Davenport

Educational aims of the programme

1. To enable practitioners working in a range of work settings to develop their approach to supporting and assessing learning in practice
2. To enable practitioners to apply best evidence in practice to promote the development of self and others

Target award Learning Outcomes - Certificate of Professional Development

A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.

A student who is eligible for this award will be able to:

1. Critically evaluate factors which enhance or inhibit learning and assessment opportunities.
2. Analyse effective interprofessional relationships within the clinical environment that promote and enhance both learning and the assessment process.
3. Demonstrate use of research and evidence based practice with learners
4. Critically examine the processes involved with assessment.
5. Identify appropriate learning needs and experiences for learners
6. Manage learners who are failing to achieve
7. Critically discuss accountability in relation to learners meeting outcomes and competencies

8. Demonstrate effective clinical practice when working with learners
9. Devise a range of strategies that maximise learning and assessment opportunities
10. Be an advocate for learners to support them accessing learning opportunities
11. Demonstrate effective communication and working relationships
12. Demonstrate effective leadership skills by prioritising work to accommodate support of students
13. Demonstrate effective use of IT skills through production of a wordprocessed portfolio

Teaching, Learning and Assessment

The methods used to enable outcomes to be achieved and demonstrated are as follows:

Workshops, lectures, seminar discussions, directed learning resource materials, clinical work with learners for a minimum of 7 hours per week under the supervision of a practice mentor.

A 3000 word portfolio in which the student critically reflects on their work-based mentoring activities, facilitation of learning and assessing activities. The portfolio should include appropriate evidence of achievement of all learning outcomes.

Intellectual skills are developed through the programme by the methods and strategies outlined above. Analysis, problem solving and reflection skills are further developed through tutorials and practice placement experiences. Throughout the learner is encouraged to develop intellectual skills further by independent and ongoing study. Use of the VLE is encouraged and essential to the module.

Intellectual skills are assessed through a combination of assessments in the form of a reflective portfolio of evidence.

Practical skills are developed through the programme by a combination of experience in the practice setting, reflection, and seminars, discussion groups, lectures. Maintenance of a reflective log during the module supported by a mentor in practice.

A portfolio in which the student critically reflects on their work-based mentoring activities, facilitation of learning and assessing activities. The portfolio should include appropriate evidence of achievement of all learning outcomes. Signed practice assessment documentation by qualified mentor.

Teaching and learning: workshops, lectures, seminar discussions, directed resource materials, reflective discussions, work-based learning with learners for a minimum of 7 hours per week under the supervision of a practice mentor, recording and reflecting on such activity in an activity log for learning.

3000 portfolio in which the student critically reflects on their personal development as a mentor of their work-based mentoring activities, and which provides evidence of achievement of all six learning outcomes; the portfolio should include appropriate evidence of achievement of all learning outcomes.

Programme structure - programme rules and modules

This Certificate of Professional Development (CPD) programme consists of one 15 credit module. The module is delivered over one semester of 15 weeks. There is an expectation of at least 7 hours per week will be spent supervising learners under the supervision of a Practice Mentor. The practice mentor, must hold a recognised mentorship qualification, will validate the student's practice learning outcomes

Level 6	Potential Awards on completion	Certificate of Professional Development
Core	Option	Award Requirements
6037PQHEAL MENTORSHIP IN HEALTH CARE PRACTICE (15 credits)		15 core credits at level 6 0 option credits at level 6

Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

Opportunities for work-related learning (location and nature of

activities)

Students must be working in a learning environment, under the supervision of a qualified practice mentor, where they can be observed supervising, teaching and assessing a learner for a minimum of the equivalent of 7 hours per week during the length of the module. The practice mentor, who must hold a recognised mentorship qualification, will validate the student's practice learning outcomes.

Criteria for admission

A/AS Level

The module is available to all registered health care professionals who are appropriately qualified and on a Professional register, and who are employed either within local NHS trusts or non-NHS settings. Although the majority of students are nurses, the programme is not limited to nurses. Therefore the majority of students are qualified healthcare professionals who are engaged in supporting healthcare students within the acute, non-NHS or primary care trusts. However, this does not exclude those who are not healthcare professionals from taking on this course of study.

Other

It is required that students will usually have been on the professional register for a minimum of 9 months before commencing on the module to ensure that at completion the students will have been on the register for a minimum of 12 months. They must be in current employment with access to working with learners in their work environment.

They should have the support of their manager who should provide agreed protected study time with a signed letter of support

The programme is aimed at all healthcare practitioners who are employed

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA). Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

Methods for evaluating and improving the quality and standards of teaching and learning

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

Please note:

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.