



**Department of Nursing, Midwifery and Health
PREPARATION OF HEALTH MENTORS/EDUCATORS IN PRACTICE 2018-2019**

Module AC1000 Mentor/Educator Preparation (non-accredited – no academic credit)

Module AC0507 Mentor/Educator Preparation (20 credits at Level 5)

Module AC6620 Mentor/Educator Preparation (20 credits at Level 6)

Module TE0757 Mentor/Educator Preparation (20 credits at Level 7)

These modules can be undertaken as either taught modules or, for experienced educators in practice, through a process of Accreditation of Prior Experiential Learning (APEL).

Module information:

The purpose of these modules is to prepare practitioners in health care settings to assume responsibility for the facilitation of learning and assessment in practice. The modules are offered as a non-accredited option (available from February 2018) or at academic Level 5 (Diploma), Level 6 (Degree) and Level 7 (Post-graduate), although participants will engage in shared learning in the classroom.

The module will enable you to demonstrate that you are working to relevant professional standards. It will include classroom-based sessions, work-based experience with a learner and structured, directed learning activities supported by on-line learning materials. You will be expected to collate structured evidence to demonstrate that you are able to supervise and assess a learner in your workplace to professional standards.

If you choose to undertake one of the credit-bearing modules you will also reflect upon and write a commentary about your role development as a mentor/educator in practice. This learning, teaching and assessment strategy will use peer and tutor interaction and feedback to integrate the principles of assessment for learning.

Funding:

There have been significant changes in the funding for mentor/educator preparation.

All applicants who are due to commence mentor/educator preparation after the 1st February 2018 will now be offered a place on the non-accredited module (AC1000). This means that you will be able to meet professional standards and requirements for the mentor/educator role, but you will not gain academic credit.

If you wish to gain academic credit then there will be a fee of £150 and some additional module assessment.

Module learning programme

All modules cover the same areas of learning to enable you to meet your professional standards. The programme will cover the following topic areas:

Role development as a mentor/educator in practice

- ◆ Developing own role as a mentor/educator in practice – strengthening links relevant professional development frameworks and continuing professional development
- ◆ Managing Own Learning – evaluating the learning of self and others.....team development and leadership...getting yourself ready to work with learners – skills/knowledge/attitudes as a mentor/educator in practice – confidence and motivation
- ◆ Professional codes and standards that define the role of mentor/educator in practice

The context for practice learning and developing learning relationships

- ◆ Working and learning in the inter-professional practice context – introducing theory relating to 'communities of practice'



- ◆ Providing learning opportunities & selection of learning opportunities to meet intended learning outcomes; the mentor/educator leadership role in provision of a good practice learning experience
- ◆ Induction and orientation to placement
- ◆ Transition from one environment to another – the notion of a continuous programme of learning – the ‘student journey’
- ◆ User/carer perspectives on practice learning
- ◆ Working with diversity: diverse student population; applying standards in a non-discriminatory way
- ◆ Establishing effective working relationships with those involved in practice learning

The Learning Journey: Facilitating learning, supervision and assessment in practice

- ◆ Current thinking on adult learning theory- relate to learning, teaching and assessment strategies in pre-registration curricula.
- ◆ Identifying individual learning needs and learning styles
- ◆ Agreeing a learning contract/ongoing review and action planning
- ◆ Developing strategies for facilitating learning – eg reflection, skills for practice, enquiry-based learning, collaborative learning
- ◆ Inter-professional learning – case studies of facilitation in practice
- ◆ Supervision of learners in the practice setting
- ◆ Working with challenging students and using support systems
- ◆ Principles of assessment for learning – fostering professional growth, personal development and accountability
- ◆ Continuous assessment - initial, formative and summative assessment strategies
- ◆ Giving constructive feedback/ feed-forward and reviewing progress...action planning
- ◆ Accountability – including professional roles and responsibilities
- ◆ The sign-off mentor role for nurses and midwives
- ◆ Education-practice partnership in the assessment process

Taught programme

The modules are scheduled to run in September, November, January, March and May in the academic year 2018-2019.

All practitioners undertaking these modules must be able to work in a supervised capacity with a learner during the module, in order to successfully achieve the module learning outcomes. The learner will normally be a pre-qualifying student but if you don't have students in your area you may identify an alternative learner. This could be a newly qualified practitioner in their preceptorship period or a colleague who is undertaking some professional development.

The taught programme for these modules uses a combination of:

- ◆ Classroom based study day activities with module teacher
- ◆ E-learning
- ◆ Directed Learning
- ◆ Independent Learning
- ◆ Experience with one learner in practice

If you are a nurse or a midwife, there is a Nursing and Midwifery Council requirement (NMC, 2008) that you engage in 5 days of protected learning time during your mentor preparation programme. This will comprise 3.5 days spent in the classroom and an additional 1.5 days of directed learning (including some e-learning). You will also have directed learning activities to complete in your own time.



APEL process

Accreditation of Prior Experiential Learning is *'the award of credit for relevant prior learning gained from experience, for which no credit has already been awarded either via credit points or a recognized award'*. This offers an alternative mentor/educator preparation route to the taught modules, but is **only for those practitioners who have already gained substantial experience in facilitating learning and assessment in practice.**

Therefore participants accessing the APEL process must have the necessary experience in supporting learners in practice settings and be confident in undertaking independent study, as they have to be able to demonstrate the **learning** they have gained from their experiences, not just provide evidence of the experience.

The APEL process begins with a ½ day introductory session. Participants will then prepare an annotated CV (2000-3000 words) to demonstrate their learning against the module outcomes and relevant professional body standards or competencies. They will be offered individual tutorial support during this process. The annotated CV is used to form the basis of a 30 minute taped interview in which participants will be given the opportunity to expand upon their annotations. Assessment of annotated CV and interview will lead to a Pass or Fail being awarded.

The APEL process can be undertaken at Non-accredited (**AC1000**) Diploma (**AC0510**), Degree (**AC0666**) or post-grad (**AC0736**) level. APEL groups will commence in September, January and May.

Entry requirements

Module AC1000 (non-accredited)

1. Applicants must be a registered health professional, with at least 12 months post-registration experience

Module AC0507 (Level 5) :

1. Applicants must be a registered health professional, with at least 12 months post-registration experience

Module AC6620 (Level 6):

1. Applicants must be a registered health professional, with at least 12 months post-registration experience
2. Evidence of previous Diploma level (L5) study

Module TE0757 (Level 7):

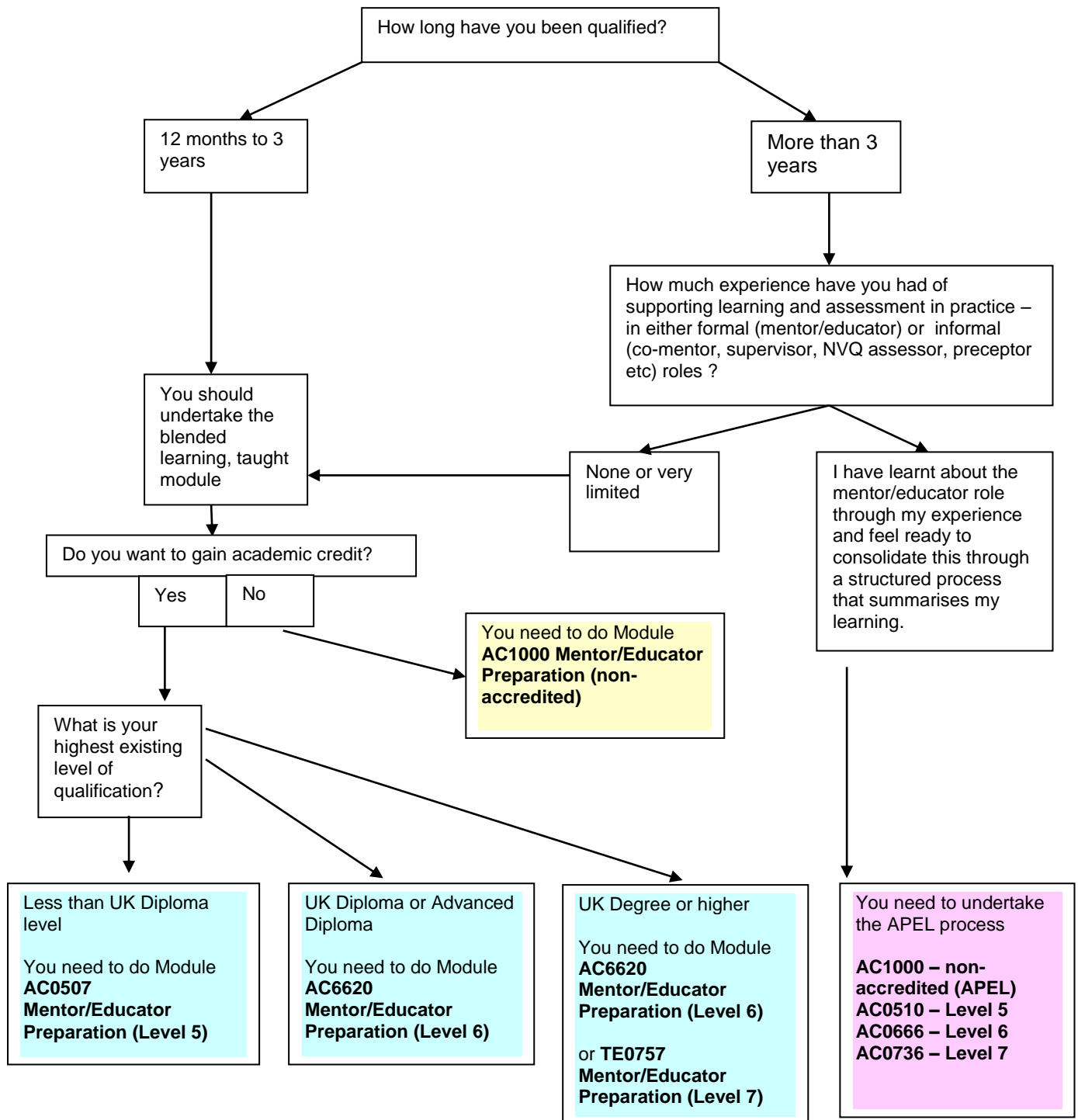
1. Applicants must be a registered health professional, with at least 12 months post-registration experience
2. Graduate status (or provide evidence of successful level 6 study)

Further information and application form can be obtained on-line at:

<https://www.northumbria.ac.uk/study-at-northumbria/continuing-professional-development-short-courses-specialist-training/mentor-educator-preparation---non-accredited---ac1000/>



Which is best for me – the taught module or the APEL process?



If you have any doubt about whether the APEL route is suitable for you, then you must seek advice prior to completing your application.