



Queen Margaret University

EDINBURGH

Facilitating Practice Based Learning Framework

Introduction

Queen Margaret University offers a range of educational opportunities for those involved in the education of health and social care students in practice based settings.

Taking into account the varying needs of practice based educators; we have developed a framework of learning experiences. This framework is designed to provide a model of study, for current practitioners in health and social care, to develop their academic and professional knowledge and skills in regards to supporting learning and assessment in practice.

At the most basic level, QMU provides a series of study days, based both at QMU as well as in practice based settings around Lothian, Borders, Fife and Forth Valley. These study days are developed in conjunction with local Practice Education Leads in order to ensure that they meet local needs. These study days are intended to provide educators from all levels with the opportunity for CPD and to learn from each other.

For those wishing to gain academic credit for their studies, the facilitating practice based learning framework provides flexible opportunities for learning by creating a structure which builds on the student's developing understanding of the application of teaching, learning and assessment theory to practice settings.

Students may choose from a suite of modules depending on their intended level and depth of study. Students can enter the framework at any point as long as they meet the appropriate entry criteria.

All modules are multi-disciplinary in approach and facilitated by staff from across the School of Health Sciences. Practice educators will have the opportunity to share practice both face-to-face and via online discussion forums.

The Facilitating Practice Based Learning Framework

The framework consists of four modules presented at varying levels of academic depth and complexity. Each module builds upon the skills and knowledge presented in the previous module. Depending on the participants previous level of knowledge and experience, a range of entry and exit points are provided (Figure 1). Movement between modules is possible in order to be responsive to learners needs.

Modules are presented at both undergraduate and postgraduate level. One module at each level also provides accreditation as a practice educator with the Chartered Society of Physiotherapy, College of Occupational Therapists or Society of Radiographers (as appropriate). Opportunities also exist for further postgraduate study on the MSc in Professional and Higher Education (also offered by QMU)

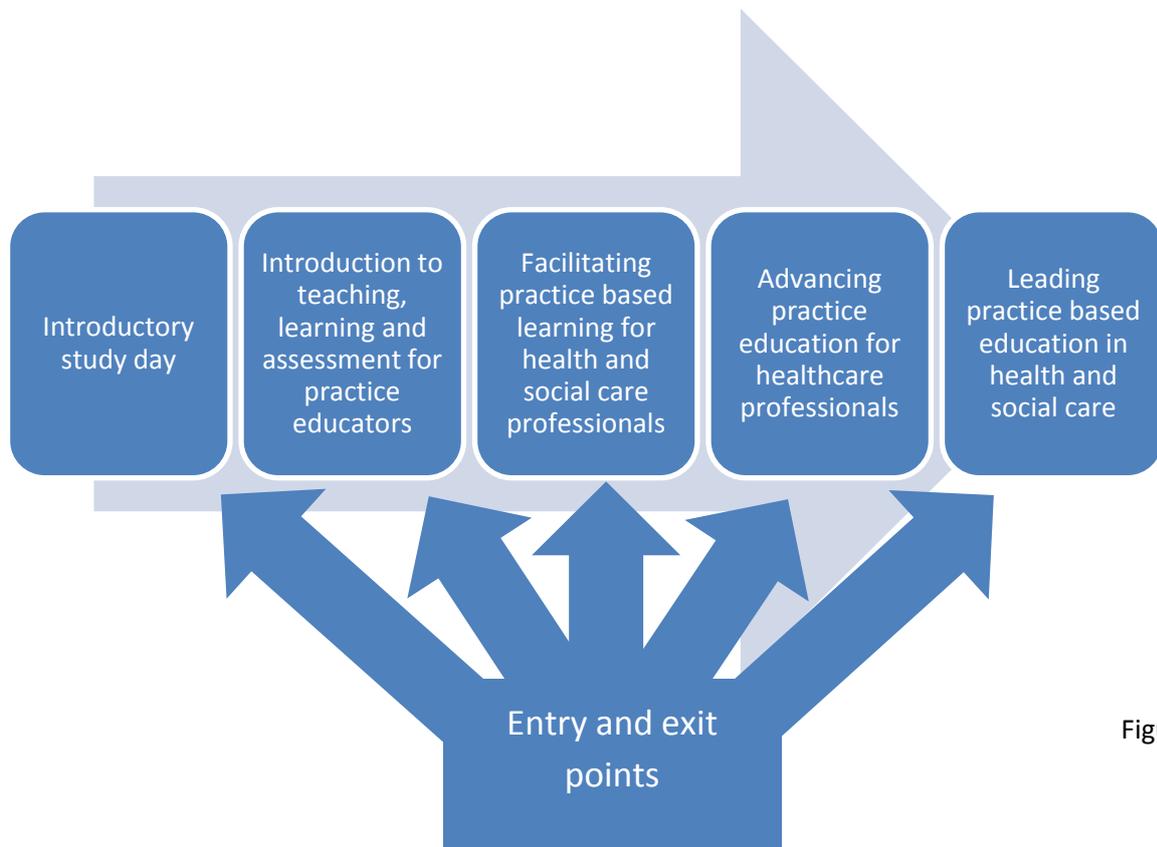


Figure 1

Introductory study day

This introductory study day is intended for new or aspiring practice educators. Participants are introduced to some of the theories of teaching, learning and assessment. During interactive workshops participants work together to consider how these theories can be applied in practice based settings. The module is offered twice yearly and registration is via the online booking system Eventbrite.

Hours: 6 CPD hours

Assessment: none

Academic credit: none

Module code: none

Fees: free

Professional body accredited: no

How to apply: Register via <http://gmupbleducation.eventbrite.co.uk>

Introduction to teaching, learning and assessment for practice educators' module

Aims: To prepare health care professionals based in practice to support students on practice based learning placements

Description: Participants who have completed the introductory study day and who wish to continue with their studies may choose to register for this first module. This module is suitable for new or aspiring educators as well as those who are new to the material. Following the introductory study day, participants undertake further directed reading and online discussions. The intention of this module is to deepen participants understanding of the theories of teaching and learning, and their application in practice based settings.

Participants who have not completed the study day may also register for this module. All study day materials will be available online. The module will run twice yearly following the introductory study day.

Hours: 12 hours of face-to-face and/or online workshops, 38 hours directed and self-directed learning

Assessment: 1000 word eportfolio

Academic credit: 5 SCQF level ten¹ credits.

Module code: P4148

Fees: free to those who take QMU health care students on placement.

Professional body accredited: no

For further details and how to apply: email Divdppr@qmu.ac.uk

Facilitating practice based learning for health and social care professionals

Aims: To provide practice based educators with the skills necessary to provide students on practice based learning placements with an effective learning experience and to provide the student and university with an assessment of the students' professional competence

Description: This module includes the content of introductory module and builds further to equip participants with the skills necessary to provide students with an effective learning experience. It is aimed primarily at those who currently are involved in the education of health and social care students on placement. The content of the module includes theories of adult learning, facilitating learning behaviours, planning placements experiences, feedback and assessment strategies, facilitation of reflection and placement evaluation.

¹ SCQF level 10 is equivalent to final year undergraduate study

Hours: 30 hours of face-to-face and/or online workshops, 70 hours of directed and self-directed learning

Assessment: 2000 word eportfolio

Academic credit: 10 SCQF level ten credits.

Module code: P4149

Fees: free to those who take QMU students on placement (max 30 places)

Professional body accredited: Chartered Society of Physiotherapy (ACE scheme), College of Occupational Therapists (APPLE scheme) and Society of Radiographers (PEAS scheme). Successful completion of the module will confer eligibility to apply for registration as an accredited practice educator with the relevant professional body.

For further details and how to apply: email Divdppr@qmu.ac.uk

Advancing practice education for healthcare professionals

Aims: To enable practice based educators to further develop skills and knowledge; through synthesising knowledge and experience and using an evidence informed approach to plan, develop, implement and critically evaluate teaching, learning and assessment techniques in practice education. Furthermore the module aim to enhance the students transferable skills in teach effectively in a complex, changing practice education environment.

Description: this module is aimed primarily at experienced educators or those who wish to develop an enhanced knowledge of practice based education. It is not necessary to have completed previous modules in the framework. Participants however are expected to use their skills in independent learning to critically explore knowledge of teaching, learning and assessment in the context of practice based learning. Furthermore, there will be a strong emphasis on reflection in order to promote personal and professional development both in participants and the students whom they seek to facilitate.

Hours: 24 hours of face-to-face learning, 126 hours of directed and self-directed learning

Assessment: 2000 word eportfolio

Academic credit: 15 SCQF level eleven² credits.

Module code: NM275

Fees: £430

Professional body accredited: Chartered Society of Physiotherapy (ACE scheme), College of Occupational Therapists (APPLE scheme) and Society of Radiographers (PEAS scheme). Successful

² SCQF level eleven is equivalent to Masters level study

completion of the module will confer eligibility to apply for registration as an accredited practice educator with the relevant professional body.

For further details and how to apply: email Kristina Mountain (kmountain@qmu.ac.uk)

Leading practice based education in health and social care

Aims: To offer practice educators the opportunity to gain further knowledge and skills to lead, develop and support learners in a practice situation.

Description: this second Masters module leads on from “Advancing practice education for healthcare professionals” and is aimed at health and social care practitioners who have a role in leading and developing practice based education. Participants are normally required to have completed “Advancing practice education for healthcare professionals”, or an equivalent, before undertaking this module. The module will explore leadership skills in the practice education context and therefore is most suitable for team leads or managers with responsibility for the development of practice based learning.

Hours: 24 hours of face-to-face learning, 126 hours of directed and self-directed learning

Assessment: 2000 word eportfolio

Academic credit: 15 SCQF level eleven credits

Module code: NM276

Fees: £430

Professional body accredited: no

For further details and how to apply: email Kristina Mountain (kmountain@qmu.ac.uk)