

Developing Mentoring & Assessment in Diverse Clinical Environments (Intermediate)			
Module Code:	HCPD6100	CAT credits:	20
Mode(s) of delivery:	Blended learning	NQF Level:	6
Owning Department:	Institute of Health	HECoS Code:	101322
Validation Start Date:	1 st August 2020		

Aims of the Module
The module aims to provide registered healthcare professionals with the opportunity to examine theories which underpin approaches to learning, facilitation, assessment and support in practice based settings. This will enable them to apply their skills and effectively fulfil their role as a mentor / practice educator, practice supervisor or practice assessor in professional practice taking into account their responsibility and accountability for teaching and learning.

Intended Learning Outcomes
On successful completion, you will be able to:
1. Demonstrate a critical understanding of: management and organisational issues, working relationships and inter-professional team working, of everyone involved in effective mentoring placements, which recognises the diversity of all individuals involved in practice
2. Explore and apply the theories of learning and teaching and contemporary approaches to mentorship to facilitate learning within practice based settings
3. Appraise and evaluate the principles of assessment in diverse clinical environments with consideration of leadership, accountability, responsibility and failure to fail with reference to your own professional code.
4. Critically analyse how learning from this module has transformed your understanding of your practice

Indicative Module Content
Principles of mentorship which incorporates evidence based practice, leadership, professional role modelling, diversity, equality and inclusivity; Mentoring in different professional contexts; Mentoring throughout the student practice placement journey - from induction to placement evaluation; Learning theories and their uses in practice; Principles of assessment, accountability, responsibility and failure to fail; Feedback and difficult conversations; 'Toxic' mentoring; Reflective case studies.

Indicative Student Workload (hours)	
Work based learning	50
Guided independent study	135
Scheduled learning and teaching	15

Formative Assessment –
Formative assessment provides an opportunity for you to receive feedback on work as part of your learning for the module. Formative work does not have marks awarded that contribute to the final module mark.
Formative assessment on this module will be ongoing peer discussions, reflection and feedback

from online or face to face activities.

Summative Assessment –					
Summative assessment provides the opportunity for you to demonstrate that you have met the learning outcomes for the module.					
	Length/size of the assessment	ILOs assessed	% Weighting	Is anonymous marking possible?	Core element?‡
Written assignment	3000 words	1-4	100%	Yes	No
‡ By default, your final module grade will be an aggregated mark. However, if this box is marked 'yes,' then you <i>must also</i> successfully pass this element of assessment in order to pass the module, regardless of the overall aggregated mark. If core element(s) of assessment are failed, the module will not be eligible for compensation. Further information on module compensation is available in the Academic Regulations.					

Reassessment
Reassessment in the failed component(s) will be undertaken as stated in the Academic Regulations

Compensation
This module is eligible for compensation (condonation) as a marginal fail within the limits set out in the Academic Regulations

Indicative Core Bibliography
Reading list available at:
<https://eu.alma.exlibrisgroup.com/leganto/readinglist/lists/3355918680002701>

Additional Notes
Participation in the formative components of the module will help prepare you to undertake and succeed in the summative assessment. Work completed as part of this module can be counted towards professional CPD for your relevant professional context.

Stand-Alone Study
To be eligible to study this module, you must demonstrate the ability to study at this level and commit to attempting the assessment. When taken as part of a specific named award, the module content and assessment must be focussed towards the subject of that award.
If this module has previously been studied at a lower academic level, or non-credit bearing level, it cannot subsequently be accessed again at a higher academic level.
Students who successfully complete this module as a stand-alone module will be eligible for a University transcript of credit.