MENTOR MODULE

Facilitating Teaching, Learning & Assessment in Practice
Level 6

Award Handbook
FOREWORD

Welcome by the Dean of the School of Health – Professor Christina Cunliffe.

It’s a pleasure to welcome you to the School of Health.

The aim of our Modules is to help prepare you for your chosen career in health and social care. To do this you need to understand that learning of the highest calibre is a collaborative activity in which all students must engage.

Our tutors and support staff are committed to enabling you to maximise the value of your time at BPP University College (BPPUC) but the main drive must come from you. We welcome feedback; both good and bad, to help us continually improve our courses. As I said, learning is a collaborative activity.

We look forward to collaborating with you to deliver high quality education. Let’s have a great time together! Good luck with your studies and your future.
Welcome by the Director of Nursing and Healthcare Education – Lynne Gell

I would like to take this opportunity of welcoming you as a student to BPP University College (BPPUC) and to the School of Health, where you will be undertaking your studies.

You should ensure you read this handbook in conjunction with the Student Handbook, a copy of which you will find via the ‘My Course Details’ tab within your student page on the Virtual Learning Environment (Blackboard).

As a student of the School of Health you will be studying in a School that includes students undertaking programmes in nursing, health studies, chiropractic studies and psychology. The staff in the School of Health have a wide range of expertise, drawn from a variety of health and social care professional backgrounds which reflect the breadth of courses that we offer.

We will provide you with an excellent quality of education in an encouraging and welcoming learning environment that facilitates the achievement of your professional, as well as personal, scholarship objectives. BPPUC and the School of Health recognise that learning involves a partnership relationship between its academics, practice partners and students. Therefore, in order for you to develop we require students to participate in the management and delivery of your course, participate in discussions, group work, seminars and projects, act as a student representative and engage with the evaluation of your academic module of study.

Learning with BPPUC and the School of Health involves a fusion of effort, hard work and fun. We hope that in partnership you and the academic staff and practitioners get the balance right and that at the end of the Module you have achieved what you set out to accomplish.

With Best Wishes

Lynne Gell
MEd, BA (Hons), RN, RNT, PG Cert. Ed, CMS
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INTRODUCTION:

Details

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Facilitating Teaching, Learning and Assessment in Practice (MENTOR MODULE)</th>
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<tbody>
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<td>Qualification</td>
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<td>BPP University College</td>
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<td>Module Accreditation</td>
<td>BPP University College</td>
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This Module is applicable to all Registered Health and Social Care Practitioners which will include Doctors, Allied Health Professionals, Midwives, Nurses, Operating Department Practitioners, who supervise students before and after Registration / Qualification.

The Module is mapped to appropriate Professional and Regulatory Standards as detailed on pages 9 and 10.

Registered Nurses and Midwives: The Module will meet the requirements of the Nursing and Midwifery Council for the preparation of “Mentors”. Standards to Support Learning and Assessment in Practice (NMC 2008) as detailed on page 9.

Education Commissioning for Quality (ECQ)

From 2011 a new quality monitoring system will be implemented for all undergraduates and postgraduate contracted programmes for Allied Health Professionals and Nursing and Midwifery. An annual assessment of performance will be measured against a set of Contract Performance Indicators (CPI's). The CPI's are in the following 5 areas:

- Recruitment
- University learning
- Practice learning
- Outputs (e.g. number of students who leave the programme. Number who complete on time)
- Commitment and transparency (this includes any weaknesses highlighted in the reviews by Health & Care Professional Council (HPC) or the Nursing and Midwifery Council (NMC) and student feedback such as the National Student Survey (NSS)

This system is known as the ECQ and seeks to ensure that in all programmes there is a transparent review of quality of academic and placement learning. Students will be asked to contribute to this monitoring process during and at the end of the Module of Study.
Module Requirements for Registered Nurses only:

In order to undertake the role of Mentor for Student Nurses individuals must have been registered for at least 1 year.

On completion of this Module you will have achieved the necessary knowledge outcomes to support the role of a Sign Off Mentor. The module is 20 weeks in duration in order to accommodate the theoretical preparation and assessment requirements.

In accordance with Local agreements if you are identified to undertake the role of Sign Off Mentor (Nurses) the NMC stipulates you must be supervised on at least three occasions for signing off proficiency at the end of the Final Practice Experience.

Registered Nurses are also required to log their study hours in their Assessment Document accord with the NMC.

APL:

These opportunities are available in accord with BPP University College Regulations. Please contact the Module Leader for more information who will guide you through the process and provide the necessary documentation.

General details:

Throughout the module the term “Mentor” is used and this encompasses a range of terms used across health and social care professions to describe the process of teaching, supporting and assessing others.

The literature and materials used to develop the module have been determined following discussions with colleagues from clinical practice, but they are applicable to the wider health and social care setting. For example, you will come across instances where we discuss competence as it relates to your area of health or social care practice.

Your assessment for the module requires you to demonstrate your development as a mentor both in theory and practice. To achieve a pass you must address all of the Learning Outcomes in theory and practice. You will have a named mentor / assessor in practice.

During the module, you must work as a mentor with a learner. This may be a Health Care Support Worker, a nursing student, junior member of staff or a newly qualified practitioner. Part of your assessment is the mentorship process and you should mentor a learner / individual for at least 4 weeks.

The module starts with a half day induction, which you are required to attend either face to face in the classroom or via on line classroom. You will be introduced to the module, your peer group, the teaching team, and the virtual learning environment (VLE). This is a flexible e-learning approach enhancing teaching and learning over the Internet. If you have not studied using VLE before, we can support your development with this through your personal tutor support. Please contact the Module Leader who will facilitate this for you.

The learning materials are divided into 10 Lectures and 5 Seminars, following a period of using the on line materials and reflecting upon your own experiences you are expected to engage in pre arranged discussion sessions with your tutorial group via discussion board.
FACILITATING TEACHING, LEARNING & ASSESSMENT IN PRACTICE

General Information

<table>
<thead>
<tr>
<th>Module Code</th>
<th>NUR6003</th>
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<td>School</td>
<td>School of Health</td>
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<tr>
<td>Level</td>
<td>Level 6</td>
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<tr>
<td>Credit Value</td>
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<tr>
<td>Contact Hours</td>
<td>15</td>
</tr>
<tr>
<td>Programme(s)</td>
<td>Mentor Award</td>
</tr>
<tr>
<td>Module Leader</td>
<td>Pauline Barber</td>
</tr>
<tr>
<td>Related Modules</td>
<td></td>
</tr>
<tr>
<td>Pre-requisites</td>
<td>None</td>
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<td>Co-requisites</td>
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<tr>
<td>Post-requisites</td>
<td>None</td>
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<tr>
<td>Excluded</td>
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<tr>
<td>Combinations</td>
<td>None</td>
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<tr>
<td>External Accrediting Body (if appropriate)</td>
<td>NMC for Nurses and Midwives</td>
</tr>
</tbody>
</table>

Introduction

The module will ensure that as a practitioner irrespective of your professional role you have an understanding of the regulatory requirements, the skills and the attitude to be a competent facilitator of teaching, learning and assessment in Practice.

This module is mapped to:

- The GMC Educational Standards for Doctors.
- The Standards for Allied Health Professionals.

Educational Aims

This module aims to:

To introduce the student to their role and responsibilities in promoting and facilitating the learning and assessment of others. The student will be introduced to a range of learning and assessment tools, models and principles. Students will also be guided towards accessing a range of texts, journals and web resources to aid their learning.
Learning Outcomes

Knowledge and Understanding

<table>
<thead>
<tr>
<th>Ref</th>
<th>A. Students should be able to demonstrate:</th>
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<tbody>
<tr>
<td>1</td>
<td>A critical appreciation of theoretical perspectives of Teaching, Learning and Assessment within a context of practice that reflects health care, educational policies and evidence based practice.</td>
</tr>
<tr>
<td>2</td>
<td>A diverse range of skills to support and lead Teaching, Learning and Assessment, as part of a wider inter-professional team, for a range of students in practice.</td>
</tr>
<tr>
<td>3</td>
<td>An in-depth understanding of Accountability and the key challenges of supporting the Assessment process in practice.</td>
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</tbody>
</table>

Cognitive Skills

<table>
<thead>
<tr>
<th>Ref</th>
<th>B. Students should be able to:</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Critically apply their knowledge of the principles and methodology of professional body requirements to determine an appropriate conclusion and resolution of problems.</td>
</tr>
<tr>
<td>2</td>
<td>Critically apply their knowledge of the principles, methodology and assessment in teaching and assessment in practice</td>
</tr>
<tr>
<td>3</td>
<td>Critically develop and apply a variety of appropriate Teaching skills / methods in a range of appropriate environments which is conducive with student learning.</td>
</tr>
</tbody>
</table>

Professional Skills and Attitudes

<table>
<thead>
<tr>
<th>Ref</th>
<th>C. Students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Practice in contexts requiring the use of a range of expertise and skills.</td>
</tr>
<tr>
<td>2</td>
<td>Use their cognitive skills to approach a problem logically and discuss issues arising, responding appropriately to questions.</td>
</tr>
<tr>
<td>3</td>
<td>Analyse issues arising from teaching and assessment in practice</td>
</tr>
</tbody>
</table>

General Transferable Skills

<table>
<thead>
<tr>
<th>Ref</th>
<th>D. Students should be able to:</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Listen effectively and assimilate information, asking questions and seeking clarification where appropriate.</td>
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<tr>
<td>2</td>
<td>Conduct basic teaching and assessment research by identifying and retrieving up-to-date relevant information, using a variety of different paper and electronic sources (primary and secondary).</td>
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<tr>
<td>3</td>
<td>Reflect on their learning and seek and make use of feedback.</td>
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</tbody>
</table>
### Mapping the Learning Outcomes to Professional Domains / Standards

<table>
<thead>
<tr>
<th>Level</th>
<th>Learning Outcome</th>
<th>NMC / AHP Domains</th>
<th>GMC Domains</th>
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<tbody>
<tr>
<td>6</td>
<td>A critical understanding of the theoretical perspectives of Teaching, Learning and Assessment within a context of practice that reflects health care, educational policies and evidence based practice.</td>
<td>• Establishing effective working relationships • Leadership</td>
<td>1. Ensuring safe and effective patient care through training 2. Establishing and maintaining an environment for learning</td>
</tr>
<tr>
<td>6</td>
<td>Diverse knowledge of the skills to support and lead Teaching, Learning and Assessment, as part of a wider inter-professional team, for a range of students in practice.</td>
<td>• Facilitation of learning • Assessment and accountability • Evaluation of learning • Leadership</td>
<td>3. Teaching and facilitating learning 4. Enhancing learning through assessment</td>
</tr>
<tr>
<td>6</td>
<td>An in-depth understanding of Accountability and the key challenges of supporting the Assessment process in practice.</td>
<td>• Creating an environment for learning • Context of practice • Leadership</td>
<td>2. Establishing and maintaining an environment for learning 4. Enhancing learning through assessment</td>
</tr>
<tr>
<td>6</td>
<td>A diverse range of appropriate teaching skills / methods for a range of students, and determine strategies for evaluating</td>
<td>• Context of practice • Leadership</td>
<td>1. Ensuring safe and effective patient care</td>
</tr>
<tr>
<td>Learning, teaching and assessment in practice.</td>
<td>Evidence Based Practice through training</td>
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<td>2. Establishing and maintaining an environment for learning</td>
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<td>3. Teaching and facilitating learning</td>
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<tr>
<td>4. Enhancing learning through assessment</td>
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<table>
<thead>
<tr>
<th>6</th>
<th>The ability to research and prepare an appropriate environment, which is conducive with learning, teaching and assessment.</th>
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<tbody>
<tr>
<td>2. Establishing and maintaining an environment for learning</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>6</th>
<th>The ability to critically analyse and evaluate the strengths and limitations of learning, teaching and assessment within their practice area.</th>
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</thead>
<tbody>
<tr>
<td>2. Establishing and maintaining an environment for learning</td>
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<tr>
<td>3. Teaching and facilitating learning</td>
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<tr>
<td>4. Enhancing learning through assessment</td>
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<table>
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<tr>
<th>6</th>
<th>The ability to develop and present innovative strategies to enhance Learning, teaching and assessment in their practice area.</th>
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<tbody>
<tr>
<td>2. Establishing and maintaining an environment for learning</td>
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<table>
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<tr>
<th>6</th>
<th>Leadership</th>
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<tbody>
<tr>
<td>Creating an environment for learning</td>
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<table>
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<th>6</th>
<th>Evaluation of learning</th>
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<tbody>
<tr>
<td>Evidence Based Practice</td>
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</table>

<table>
<thead>
<tr>
<th>6</th>
<th>Evaluation of learning</th>
</tr>
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<tbody>
<tr>
<td>Leadership</td>
<td></td>
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</tbody>
</table>
Formative Assessment:

Complete Session Plans and Assessment Documents as detailed in Assessment Handbook.

Summative Assessment - Medical and Allied Health Professionals

The submission of: One Complete Assessment Record, which demonstrates 4 weeks of continuous assessment of an individual and this must be signed off by a named supervisor who has observed your practice.

**Pass / Fail (20%)**

The submission of: 1 Session plan & evaluation document, which must be signed off by a named supervisor who has observed your practice.

**Pass / Fail (20%)**

A piece of Critical Reflection detailing the key learning points as a practitioner undertaking this module of study. (2000-words)

**60% of Module Grade**

Summative Assessment required meeting NMC Standards: Midwives and Nurses

*In accordance with the NMC you must be supervised on at least three occasions for signing of student outcomes in their final practice experience prior to registration.*

The submission of: 1 Complete Assessment Record, which demonstrates 4 weeks of continuous assessment of a student nurse (NMC Requirement) and this must be signed off by a named supervisor who has observed your practice.

**Pass / Fail (20%)**

The submission of: 1 Session plan & evaluation document, which must be signed off by a named supervisor who has observed your practice.

**Pass / Fail (20%)**

A piece of Critical Reflection detailing the key learning points as a practitioner undertaking this module of study. (2000-words)

**60% of Module Grade**

The completed NMC Mentor Standards Document signed off by a named supervisor.

**Pass / Fail**
Recommended Reading:


Ramanani, S & Krackov, S (2012) Twelve tips for giving feedback effectively in the clinical environment
Medical Teacher; 34: 10 ,787-791


Newble, D & Entwistle, N (1986), Learning Styles and Approaches: implications for medical education, Medical Education, 20, 162 - 175


Recommended Journals:

Journal of Advanced Nursing
Nurse Education Today
Nurse Education in Practice
British Journal of Nursing
British Medical Journal
Medical Teacher
Medical Education
Web Resources:

Department of Health

http://www.practicebasedlearning.org/
Practice Based Learning Website

http://www.health.heacademy.ac.uk/
The Higher Education Academy, Health Sciences and Practice Subject Centre

http://www.nmc-uk.org
Nursing and Midwifery Council

NMC Standards to Support Learning and Assessment in Practice 2008

NMC Standards for Pre-Registration Nursing Education 2010

http://www.gmc-uk.org/education/10264.asp
GMC: Recognition and approval of trainers 2012

http://www.medicaleducators.org/index.cfm/linkservid/C575BBE4-F39B-4267-31A42C8B64F0D3DE/showMeta/0
Academy of Medical Educators: A Framework for the Professional Development of Postgraduate Medical Supervisors 2010

http://www.gmc-uk.org/doctors/revalidation.asp
GMC: Revalidation 2012
INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account on a yearly basis.

Module Title: FACILITATING TEACHING, LEARNING AND ASSESSMENT IN PRACTICE

Indicative Content:

- To develop the students' knowledge, skills and attitudes as a future practitioner in the facilitation of health education and promotion with service users and carers.
- To develop the students knowledge, skills and attitudes as a future practitioner in the facilitation of learning with significant others.
- To enable the student to understand how mentors facilitate uni-professional and /or inter professional learning / working to improve the quality of service provision.
- To develop the students knowledge, skills and attitudes as a future mentor and facilitator of practice learning for learners from their own and other professions.
- To understand the requirements of the various professional bodies in relation to supporting mentorship.
- Competence in mentorship
- Organisations and mentorship, e.g., Organisational and Clinical Governance issues, fitness for practice, accountability etc.
- Inter-professional Working and learning including diversity in practice
- Professional issues, i.e., professional bodies requirements for mentorship/facilitation, e.g., Standards to support learning and assessment in practice (Nursing and Midwifery Council 2008)
- Models and frameworks of mentoring
- Learning Styles and Theories
- Reflective practice
- Approaches to Teaching and Assessment
- Creating a Work-place learning environment
- Personal reflection, action plan development
<table>
<thead>
<tr>
<th>Session</th>
<th>Content</th>
<th>Learning and Teaching Strategy</th>
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<tbody>
<tr>
<td>1</td>
<td>An overview of the Module and Assessment requirements. Introduction to e-learning materials, facilities and academic support. Professional Body requirements. Learning Styles and Theories • The Behaviourists • The Neo-behaviourists • The Gestaltists • The Cognitivists • The Humanists • Learning and the Cognitive Domain • Learning and the Psychomotor Domain • Learning and the Affective Domain • Learning and Motivation</td>
<td>Interactive seminars delivered via the students VLE, using a combination of pre-recorded lectures and the use of WIMBA classroom. Task: Identify the characteristics of three taxonomies Task: Demonstrate effective design of learning sessions through the identification of variables which effect learning, e.g. uses psychological factors when teaching concepts principles and problem solving Task: Consider the main components of learning theory from: Behaviourist; Cognitivist; Humanistic models and evaluate the effectiveness of the models for your own teaching Task: Identify variables which influence student motivation and consider motivational techniques for effective learning in clinical practice</td>
</tr>
<tr>
<td>2</td>
<td>Teaching methods • Strategies appropriate to large groups • Strategies appropriate to small groups • Strategies appropriate to individual work • Strategies appropriate to clinical environments • Choice of teaching strategy • Choice of strategy related to objectives to be achieved • Choice of strategy related to student motivation</td>
<td>Interactive seminars delivered via the students VLE, using a combination of pre-recorded lectures and the use of WIMBA classroom. Task: Explore a variety of specified strategies to meet the needs of groups and individuals Task: Identify effective strategies which are relevant to specific objectives and characteristics of the student body Task: Examine and encourage positive attitude to student learning Task: Manage learning activities in order to adapt the learning environment to optimise learning, through the use of a variety of teaching strategies.</td>
</tr>
<tr>
<td>3</td>
<td>Planning and delivering a teaching session • Plan and organise learning • Identifying learning outcomes • Production of plans for learning sessions • Management of learning</td>
<td>Interactive seminars delivered via the students VLE, using a combination of pre-recorded lectures and the use of WIMBA classroom. Task: Explore and examine effective strategies to plan and organise learning through the formulation of effective learning outcomes and produce plans for learning sessions in a variety of learning environments. Task: Investigate methods of delivery that are appropriate to the group/individual and develop...</td>
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Facilitating Teaching, Learning and Assessment

<table>
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<tr>
<th>4</th>
<th>Assessment methods and process</th>
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<tr>
<td></td>
<td>• Formative assessment techniques</td>
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<td>• Norm and Criterion referenced assessment</td>
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<td>• Accuracy of test instruments</td>
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<td></td>
<td>• Increasing the validity and reliability of assessment</td>
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<tr>
<td></td>
<td>• Assessment of practical/clinical work</td>
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<td></td>
<td>• Revising assessment procedures</td>
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Facilitating Teaching, Learning and Assessment

<table>
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<tr>
<th>5</th>
<th>What are learning aids and resources</th>
<th>Interactive seminars delivered via the students VLE, using a combination of pre-recorded lectures and the use of WIMBA classroom.</th>
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<tbody>
<tr>
<td></td>
<td>• Preparation of learning aids</td>
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<td></td>
<td>• Design principles</td>
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<tr>
<td></td>
<td>• Use of information technology</td>
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<td>• Evaluation of teaching aids</td>
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Reading Week

<table>
<thead>
<tr>
<th>6</th>
<th>Evaluating learning</th>
<th>Interactive seminars delivered via the students VLE, using a combination of pre-recorded lectures and the use of WIMBA classroom.</th>
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<tbody>
<tr>
<td></td>
<td>• Evaluation as a process</td>
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<td></td>
<td>• How to evaluate teaching</td>
<td></td>
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<tr>
<td></td>
<td>• How to evaluate learning</td>
<td></td>
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<tr>
<td></td>
<td>• Evaluating and assessing competence</td>
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<tr>
<td></td>
<td>• Assessing competence in pre-and post – registration nursing practice</td>
<td></td>
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Reading Week

<table>
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<tr>
<th>7</th>
<th>Failing to Fail students</th>
<th>Interactive seminars delivered via the students VLE, using a combination of pre-recorded lectures and the use of WIMBA classroom.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Why this happens?</td>
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<td></td>
<td>• What are the implications</td>
<td></td>
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<td></td>
<td>• Strategies to minimise occurrence</td>
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<td></td>
<td></td>
<td>Task: Designing a fail safe process</td>
</tr>
</tbody>
</table>
| 8   | Creating a clinical learning environment  
  • Teaching nursing  
  • Teaching practical intelligence  
  • Teaching using principles of perception  
  • Learning to use the right knowledge in the clinical environment  
  • Transmitting intuitive knowledge | Interactive seminars delivered via the students VLE, using a combination of pre-recorded lectures and the use of WIMBA classroom.  
  Task: Explain the knowledge base from which you teach in the clinical setting  
  Task: Discuss the use of evidence based practice and intuitive practice  
  Task: Identify the positive factors in your clinical area and those you need to develop further to foster a positive learning environment  
  Task: Consider how you might bring about change in culture that encourages a learning climate |
| 9   | Accountability and the law in relation to assessment practice.  
  • The regulatory framework for assessment of nursing students  
  • Standards for the Assessment of Practice Learning  
  • Sign off mentors and their role | Interactive seminars delivered via the students VLE, using a combination of pre-recorded lectures and the use of WIMBA classroom.  
  Task: Familiarise yourself with the NMC Standards which relate to practice learning. Identify the main components and how these potentially will impact upon your role as a potential assessor of nursing students. |
| 10  | Independent study | Independent study |
Learning, Teaching and Assessment:

Feedback on your work:

Feedback on your work can take many forms, but each form is designed to enhance and improve your performance. There is an expectation that you are responsible your own development, obtaining and responding to feedback is an essential component with this process.

Feedback on the module will include:

- Written comments from the module team, this will be attached to your assignments or made available electronically. This will be constructive and will focus on the strengths of your work and how you could improve your performance. Comments will relate directly to the extent of how you have achieved the assignment learning outcomes.

- Academic and practice staff will offer verbal feedback associated with your work and professional practice.

- Generic feedback will be given to students on their performance with all examinations including group work.

- Peer feedback will be given from other students about your work and performance.

- You will also be expected to reflect on your own work. Self-assessment and reflection are essential components of professional health and social care practice and are instrumental in ensuring you learn from your experiences within academic theory and practice-based learning.

- Feedback will also be sought from service users and practitioners, which will form part of your overall assessment and achievement of a student’s practice-based learning experience.

- For all assessed academic work, feedback will be available four weeks after the submission date. This feedback and any grade awarded are provisional until the Board of Examiners have ratified your module grades.

Remember to use your feedback in conjunction with the assignment; the aim is to improve your performance, use feedback constructively to plan future work and performance. Where you are unclear with regards to feedback, seek further clarification from the module team and your practice mentors.

Submission of coursework:

You will be provided with a provisional module submission of course work when you commence your studies. This may be subject to change by the Programme Leader, students will be notified of any changes to assessment dates well in advance and any changes to the schedule will not disadvantage your learning on the programme. This schedule MUST be adhered to, failure to adhere to submission or examination deadlines will result in a failure of the module concerned and a mark of zero awarded (0).

Within the School of Health, all course work and practice-based assessment documentation including where applicable record of practice hours must be submitted PRIOR TO 12 NOON. Coursework submission dates will fall between a Monday and a Thursday. Once a student
has submitted course work it cannot be retrieved. It is your responsibility to ensure that you have adhered to the submission of course work and examination schedule (SCWES). Non-submission of practice-based assessment documentation including (where applicable) a record of practice learning hours without extensions will be recorded as a fail.

Where modules of study require students to submit formative and or summative assessment items on line, the above mode of submission applies. Module tutors will give students guidance on the submission process.

In some instances the Programme Leader or nominee may grant an extension of a deadline date for coursework. You must have undertaken the following for this procedure to be considered:

- The application **MUST** be received by **12:00 noon** on the **day before** the deadline
- The claim for the extension **MUST** be on the prescribed form; and,
- **MUST** be accompanied by authoritative and objective evidence of the mitigating circumstances relied on

More information regarding the extension of course work can be found within the **Part H; Section 4: Extension of Deadline Date for Assessments Procedure**

Where mitigating circumstances have impaired your ability to prepare for an examination or assessment you may apply to the programme leader, or nominee, to defer the examination or assessment to the next available sitting or in exceptional circumstances to a later sitting.

The application for a deferral must:

- Be made either **in advance** of, or within **ten working days** from the date of the examination or assessment.
- The claim for a deferral **MUST** be on the prescribed form.
- Specify at which sitting the applicant is seeking to take the examination.
- Provide objective and authoritative evidence of the mitigating circumstances relied on to justify the deferral.

More information regarding the extension of course work can be found within the **Part H; Section 3: Deferral of Examination Procedure**

The School of Health requires all students to sign a declaration that they are fit to do so before taking and examination or submitting an assessment. BPP requires all students who do not consider themselves fit to sit an examination or who believe that an assessment has been impaired because of unforeseen circumstances outside their control, to use the procedures open to them such as deferral of an assessment or an extension of the deadline for submission.

A student who has signed a declaration that they are fit to sit an examination or submit an assessment may not usually submit a concession. There are some circumstances when the School of Health may consider concessions and these can be found within the **Part H; Section 5: Rules on Concessions**
Retrieval of failed assessment items:

Examination boards will ratify all provisional grades. They will also ratify provisional reassessment dates that are contained within your provisional programme submission of course work and examination schedule. You will normally be entitled to re-sit failed assessment items for any academic module that is awarded a fail grade. All academic reassessment items that are passed at second or third attempt will be awarded a pass of 40% except where a higher percentage pass is required (numeracy calculations examinations). You will normally only be given three attempts at academic assessment items.

How your work is marked:

The School of Health adheres to BPP’s General Academic Regulations. This policy is written in accordance with BPP’s Section 2 Part H Examination and Assessment Policy.

All assessment and reassessment items (including examination papers) will be agreed and verified at the Board of Examiners in consultation with External Examiners, members of the programme team and where applicable practice partners. External examiners will have access to all students’ work submitted for assessment counting towards an award.

A practice-based learning panel, which is convened by the programme leader and appropriate practitioners, will moderate practice-based learning and assessment documents and review all fails. Outcomes of practice-based learning panels will be ratified at examination boards. A sample of practice-based learning documentation will be made available for external examiner scrutiny on, or the day prior to Examination Boards. External examiners will have an opportunity throughout the academic year to visit placement areas, meet with students and members of the module teams.

The School of Health also operates a post examination board moderating meeting which provides opportunity for module teams to reflect on assessment activities, processes and assessment of grades identified modules. The post moderation board does not have the powers to change agreed and ratified grades that have been awarded at the Board of Examiners. Due to the practice-based nature of this module, the School of Health has a professional responsibility to respond appropriately if a student reveals or discusses unsafe practice in a submitted piece of work. The programme team will respond using the following protocol:

- Where an assignment discloses unsafe practice that relates directly to a practice-based learning experience the marker will discuss the disclosure with the Programme Leader.
- If concerns exist the student will be identified and contacted.
- A meeting involving the programme leader, the student and their personal tutor will be convened to discuss the issue raised.
- If concerns persist the Programme Leader will notify the appropriate practice partner.
- Where the student has witnessed unsafe practice an appropriate practice partner may choose to invoke their whistle blowing policy and notify in writing the Programme Leader.
- The student's personal tutor will provide pastoral support.
Word limit:

The School of Health wants you to develop your academic writing skills. All course work items are set a maximum word length, and you should indicate the number of words you have used on the title page of each piece of coursework.

Deviations greater than 10% stated in the Summative Assessment Module word count will not be marked. A consequence of this may result in a pass mark could drop to a fail.

The word count does not include references, tables or quotations. However, it should be noted that quotations should be used sparingly, and only when a writer makes a significant and important point that cannot be presented effectively in your own words.

Guidance on presentation of Assessed work:

Written assignments should be word-processed:

- Single line spaced
- Single sides of A4
- Font 12
- Include the word count
- Student number should appear on every page of your document
- Page numbers should be included

Advice on proof reading:

- Proof reading your assignments and course work prior to submitting them for marking ensures that you have an opportunity to ensure that your work is of an acceptable academic standard. This process allows you to check for missing words and that your spelling is correct, your punctuation is correct and question marks, apostrophes, commas and full stops are in the right place.
- Make use of the spell check device that is available on your computer.
- Use other functions such as the thesaurus and formatting tools for presentation.

Anonymous marking:

The School of Health operates an anonymous marking policy for all students/students on its programmes and as such you should wherever possible and practical ensure that your anonymity is maintained. Your work should only be identified using your unique BPP student number. Anonymous marking is a system whereby your identity is not made known to the internal/external marker/examiner at the time of marking.

Presentations and Assessment of practice-based learning are not marked anonymously due to the nature of these assessments. However, course work, written examinations, on-line examinations; case studies are all marked against your student number only.

Referencing:

The correct and appropriate use of reference in the text fulfils a number of purposes:

- It allows you to present supportive evidence to illustrate a point that you are making
- It provides evidence to the marker that you have reviewed the literature in a specific programme of study and you are able to introduce theories that are supported by the literature which link to your own arguments
• It enables the marker to identify the source of the literature you have reviewed, so they can review the literature themselves
• The School of Health uses the Harvard referencing system within all its programmes of study Referencing - The Harvard System

Confidentiality:

The School of Health places immense emphasis on students maintaining confidentiality in any type of course work. The programme acknowledges the need for confidentiality in relation to the Data Protection Act (1998).

For the purposes of submitted items of assessment, the School of Health interprets confidential information to mean any information that identifies an individual (including identification of any professional), any personal details, any place, or any information, which may lead to an individual’s identification.

Assignments that require you to draw on real-life experience must be appropriately anonymised and pseudonyms used to protect the anonymity of the service user, their carer or family. This applies to all written work, presentations, portfolio and reflective commentaries (even material that is not submitted for marking), seminars and practice-based evidence.

NB Information that is clearly in the public domain and that can be accessed by members of the public e.g. via the internet such as public reports or policies do not come under confidentiality requirements.

Breaches of confidentiality:

The general principles below describe situations where confidentiality would be breached
• Never use individual’s real names, whoever they may be, It is acceptable to describe individuals by their role, except when their role is so unique that the role holder is easily identifiable.
• If you are required to submit original or photocopied material, all specific identifying information must be removed or masked.
• Avoid the identification of clinical or practice-based learning areas
• Prior to including policies, procedures, business information in your practice-based learning experience ensure that you check if it is accessible in the public domain

Breaches of confidentiality will result in your work being referred.

Cheating and unfair practices:

At BPP, we take a strong stance against unfair practices which jeopardise the integrity and reputation of the University College and its examination and assessment processes. In addition, as a leading provider of professional education in Law, Finance, Business and Health and Social Care we believe in the education and training of professionals who are guided in all matters by strong moral principles and values of professional integrity. We therefore encourage you to abide by our Unfair Practices Regulations and refrain from any actions that would breach our code. Unfair Practice is defined as an act leading to circumstances whereby a student or another may gain unfair or unpermitted advantage in an examination or assessment.
Examples of unfair practices include but are not limited to plagiarism (copying or imitating text or material from another author or source, including the Internet, without proper acknowledgment or referencing); collusion (unauthorised collaboration in assessments); fabrication of data or results from empirical study; impersonation of another person's identity, e.g. in order to undertake an examination on their behalf; academic misconduct which includes acts such as utilising prohibited or unauthorised material in assessments, attempts to influence a BPP official by bribery or other unfair means, untruthful claims of mitigating circumstances, false declarations of word count, failure to observe examination and assessment requirements of timing and principled conduct among others.

All members of BPP staff have a professional obligation to report instances of unfair practice. Alleged cases are investigated and acted upon by the Programme Leader in conjunction with the Academic Registrar. Instances of alleged violations are investigated and addressed by an Unfair Practice Panel, convened by the Academic Registrar and may result in a fitness to practice panel being convened, chaired by the Director of Nursing Programmes. Your employer will also be notified of any offence that may impinge on your fitness to practice within a health or social care environment.

Penalties imposed for a violation include but are not limited to: a written warning in the student's file; deduction of marks from an assessment to negate any advantage gained by the violation; voiding the assessment/examination or entire module, or assigning a mark of zero; capping the award classification available to the student; termination of the student's registration, among others.

In addition, where a programme leads to the award of a statutory or professional body, any identified violation of the Unfair Practice Regulations may be reported to that body.

Please refer to the Section 9: Unfair Practice Procedures of the Manual of Policies and Procedures (Part H, Section 9) for detailed information and guidance. You are strongly encouraged to familiarise yourself with the College's regulations in relation to unfair practice, as ignorance will not be deemed an acceptable excuse in claims of unintentional offences.

Appeals:

At BPP, we are committed to acting in the best interest of our students while abiding by principles of fairness and integrity in all matters. The General Academic Regulations make comprehensive provisions for the review of and appeals against College decisions, in order to ensure that all students are treated in a fair and reasonable manner. We shall make every effort to hear and determine all applications and appeals from students as expeditiously as reasonably possible, having regard to the circumstances of each individual case and the requirements of natural justice and fairness. Detailed information and guidance on BPP's Regulatory Framework with regard to Part K: Verification Appeals and Review can be found in the General Academic Regulations (Part K).

Attendance:

You are expected to be punctual in arriving for lectures and seminars; we recognise that this may not always be possible, out of courtesy to teaching and practice-based staff and your fellow students there is an expectation that you wait for an appropriate point to enter the session as not to disrupt classes. Where students are continually late or absent from taught sessions they will be referred to the Programme Leader who will notify your employer.
3. ASSESSMENT

A full set of assessment regulations is contained in the College’s Assessment Handbook, which is available for consultation in the library.

The Purpose of Assessment

Assessment is partly for your benefit: to help you learn by giving you accurate information on your progress and performance in order to help you reflect on your progress and plan activities to improve your knowledge, understanding, or skills.

Assessment also gives you the opportunity to demonstrate what you have learned. It is the means by which your achievement is measured, in relation to the aims of your Programme and national statements about standards.

The Programme Tutors normally conduct the Assessment (or their designated replacement in cases of absence or study leave) and a designated second marker for assessments, which are weighted, for degree classification. Marks are internally monitored and moderated at the conclusion of each round of assessment.

Assessment tasks and processes are themselves designed to provide you with additional learning opportunities.

Learning Outcomes and Assessment Criteria

Each module carries credit, and has defined learning outcomes. These detail what you are expected to achieve in that module. Your assessment is normally linked to the learning outcomes – to pass the module, you are normally expected to have met the learning outcomes. (Sometimes, usually in introductory modules early in your Programme, you may be required to demonstrate active engagement with, and clear progress towards, achieving learning outcomes that you will take further in later modules.) You may also receive details of the criteria that will be used in marking your work. You should use all this information to help you plan your work.

Normally, you must reach a pass standard in all the separate assessment tasks in a module in order to pass the module (e.g. where there are two or more elements of assessment in the same module). If, after reading your Programme handbook, you are unsure what is required to pass a module, you should ask the module tutor.
By ticking this box I confirm that the attached item is all my own work. All sources are fully acknowledged and referenced appropriately. I confirm that this work has not and will not be used in any other academic context. I agree to submit an electronic version of this work if requested to do so and recognise that plagiarism software may be used with all assessed items. By ticking this box I confirm that there are no issues that have affected my performance and that I am aware of BPP UC academic regulations fit to sit policy.

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**Teaching, Learning and Assessment in Practice**

**Marking Criteria**

**School of Health**

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<td>The work contains some relevant information from a range of sources</td>
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<td>Relevance</td>
<td>The work focuses clearly on the question set</td>
<td>The work focuses mostly on the question or task set although this may not be explicit</td>
<td>The work focuses generally on the question or task set</td>
<td>The work focuses on some of the places on the question or task set</td>
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<td>The work shows that the information has been critically analysed. Demonstrates the ability to synthesise evidence</td>
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**Assessment Sequence No.**

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STUDENT FEEDBACK FOR ACADEMIC WORK
School of Health

General Feedback from First Marker:

General Feedback from Moderator:

FIRST MARKER SIGNATURE:   MODERATOR SIGNATURE:

EXTERNAL EXAMINERS SIGNATURE: