

Northumbria Research Link

Citation: Turnock, Chris (2008) How online materials might enhance practice educator role.
In: HEA Health Subject Centre e-Learning Group, January 2008, Coventry.

URL:

This version was downloaded from Northumbria Research Link:
<http://nrl.northumbria.ac.uk/1097/>

Northumbria University has developed Northumbria Research Link (NRL) to enable users to access the University's research output. Copyright © and moral rights for items on NRL are retained by the individual author(s) and/or other copyright owners. Single copies of full items can be reproduced, displayed or performed, and given to third parties in any format or medium for personal research or study, educational, or not-for-profit purposes without prior permission or charge, provided the authors, title and full bibliographic details are given, as well as a hyperlink and/or URL to the original metadata page. The content must not be changed in any way. Full items must not be sold commercially in any format or medium without formal permission of the copyright holder. The full policy is available online: <http://nrl.northumbria.ac.uk/policies.html>

This document may differ from the final, published version of the research and has been made available online in accordance with publisher policies. To read and/or cite from the published version of the research, please visit the publisher's website (a subscription may be required.)

www.northumbria.ac.uk/nrl





www.practicebasedlearning.org

www.learningintheworkplace.org

Making Practice Based Learning Work

Chris Turnock
Learning & Teaching Advisor
Northumbria University



www.practicebasedlearning.org

www.learningintheworkplace.org

Background to MPBLW Project

Project Aim:

- To make practitioners more effective at supporting & supervising students in the workplace across a range of healthcare disciplines

Project Phases

Phase One:

- Identification and documentation of good practice on how practitioners are prepared for their educational role.
- Inform development of learning materials for use by practitioners.

Phase Two:

- Design, pilot and implement resources to:
 - a. enhance preparation of practice supervisors.
 - b. meet the needs of culturally diverse health & social care teams.

Project Phases

Phase Three:

- Review developed resources.
- Disseminate and embed the project outcomes in a planned and comprehensive manner within and across health and social care disciplines.

Transferability Phase:

- To transfer an existing resource for development of work-based educators to non health disciplines.

Resources 1

Portal of online knowledge resources:

- Learning & Teaching in Practice
- Supporting Learning & Teaching in Practice
- Assessment in Practice
- Interprofessional Learning in Practice
- Reflection on & in Practice
- Diversity in Practice
- Generic & specific skills resources



www.practicebasedlearning.org

www.learningintheworkplace.org

Resources 2

Set of commissioned online learning materials:

- **An Introduction to Practice Education**
- **Managing the Placement Learning Environment**
- **Managing the Placement Learning Experience**
- **Developing New Supervisors and Assessors of Practice Learning**
- **Assessment of Students in Health and Social Care: Managing Failing Students in Practice**
- **Mentoring**
- **Reflection on Practice**
- **Learning and Assessing through Reflection**
- **Understanding Dyslexia: An Introduction**
- **Communication Skills Workbook**

Resources 3: Toolkit

Unit One: Learning and Teaching in the Work Place

Learning Outcomes:

- **Discuss the different ways people learn**
- **Evaluate the range of methods used to aid learning in the workplace**
- **Develop the skills essential to successfully teach in the workplace**
- **Design, plan, implement and evaluate a learning programme in the workplace**



www.practicebasedlearning.org

www.learningintheworkplace.org

Resources 3: Toolkit

Unit Two: Supporting Learning in the Work Place

Learning Outcomes:

- Appraise the roles and responsibilities of individuals associated with teaching and learning in the workplace
- Differentiate between different learning environments
- Demonstrate the skills required to effectively support learning in the workplace
- Evaluate his/her role in providing support for learning



www.practicebasedlearning.org

www.learningintheworkplace.org

Resources 3: Toolkit

Unit Three: Reflection in and on the Work Place

Learning Outcomes:

- Identify barriers to reflection and ways to minimise their effects
- Use a model of reflection to facilitate student learning in the workplace

Resources 3: Toolkit

Unit Four: Assessment in the Work Place

Learning Outcomes:

- Investigate the need for assessment
- Analyse and compare the types of assessment in the workplace
- Redefine assessment and constructive feedback as an aid to learning
- Examine skills essential for effective assessment
- Identify strategies to manage failing students in the work place
- Plan, implement and evaluate assessment in the workplace

Resources 3: Toolkit

Unit Five: Working with Others in the Work Place

Learning Outcomes:

- **Recognise and understand the role of others and their contribution to learning in the workplace**
- **Develop a strategy for dealing with barriers of working with others and how to obtain their co-operation**
- **Formulate and deliver effective methods of involving others to aid learning in the workplace**



www.practicebasedlearning.org

www.learningintheworkplace.org

Resources 3: Toolkit

Unit Six: Diversity in the Work Place

Learning Outcomes:

- Identify the diverse needs of individuals involved in learning
- Maximise the individuals potential to learning in the workplace
- Work with a range of people from different backgrounds

Resources 4

Online documents:

- Learning & Teaching in Practice
- Supporting Learning & Teaching in Practice
- Assessment in Practice
- Interprofessional Learning in Practice
- Reflection on & in Practice
- Diversity in Practice



www.practicebasedlearning.org

www.learningintheworkplace.org

Mapping Standards

- NHS Knowledge and Skills Framework
- Nursing & Midwifery Council's Standard to Support Learning and Assessment in Practice
- Health Professions Council's Standards of Education and Training
- National Occupational Standards for Management and Leadership
- Higher Education Authority's Standards Framework for Teaching and Supporting Student Learning in Higher Education.



www.practicebasedlearning.org

www.learningintheworkplace.org

Mapping Framework

- NHS Knowledge and Skills Framework
- Nursing & Midwifery Council's Standard to Support Learning and Assessment in Practice
- Health Professions Council's Standards of Education and Training
- General Social Care Council (in progress)

Using the Resources

Resources for learning in the workplace

- Consider the nature & content of the resources
- Identify three ways in which the resources might be used to support learning in the workplace
- Discuss your ways with group members and agree three in which the resources might be used to support learning in the workplace
- Feedback group decision

Main Issues

- 1. How can health care professionals effectively use these outputs?**
- 2. Should their use be discipline specific?**
- 3. What strategies would promote continued use of the materials to enhance practice based learning?**