Making Practice Based Learning Work & Learning in the Workplace

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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.
The 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
The 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
The 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
The 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
The 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
The 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
The 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
The 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
The 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