UNIVERSITY OF KENT
Module Specification

1. The title of the course (module)
Supervision in the Workplace

2. The Department which will be responsible for management of the course (module)
Centre for Sports Studies

3. The Start Date of the (course) Module
January 2010

4. The cohort of students onwards to which the module will be applicable
January 2010 entrants onwards

5. The number of students expected to take the (course) module
30 – 80 per year

6. Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Departments and Faculties regarding the withdrawal
None

7. The level of the (course) module
M (Level 7)

8. The number of credits which the module represents
20

9. Which term(s) the module is to be taught in (or other teaching pattern)
Autumn and/or Spring and/or Summer

10. Pre-requisite and co-requisite modules
None

11. The programme of study to which the modules contributes
PG Certificate in Strategic Leadership and Medical Education
PG Diploma in Strategic Leadership and Medical Education
MSc in Strategic Leadership and Medical Education

12. The intended subject specific learning outcomes and, as appropriate, their relationship to course learning outcomes. On successful completion of the course participants will be able to:-

12.1 Critically reflect on how supervision can be accommodated within the context of one’s individual practice environment including evidence to show how a range of learning opportunities have been provided that maximise work place learning.

12.2 Demonstrate an ability to critically assess the competence of learners so as to maintain the safety of patients and the learner and evaluate the learning that has taken place to include the identification of trainees with difficulties and the support systems required.

12.3 Critically evaluate how involvement in clinical supervision supports the maintenance and improvement of quality services in primary care.

12.4 Critically appraise models of reflective practice and how they can be used in the professional development of learners.

These outcomes contribute to the programme learning outcomes Knowledge & Understanding A1, A2, A3 & A4, Intellectual Skills B1, B2, B3, B4 & B5 Subject Specific Skills C1, C2, C3 & C6 as listed in the PG Certificate, PG Diploma & MSc in Strategic Leadership & Medical Education programme specification.
13. The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes:-

13.1 Communication skills – evidenced by ability to express opinions and engage in critical thinking both in written format and verbally.

13.2 Information Technology – through the presentation of work (including using word processing and internet searches).

13.3 Ability to plan and manage learning – through completing the extra self directed study necessary to successfully complete the requirements for this module, problem solving and time management.

13.4 Interpersonal skills – evidenced through working with others.

13.5 Team building – when working with peers and learners throughout the module.

These outcomes contribute to the programme learning outcomes Transferable Skills D1, D3, D4, D5, D6, D7, D8, D9 and D10 as listed in the PG Certificate, PG Diploma & MSC in Strategic Leadership & Medical Education programme specification.

14. A Synopsis of the Curriculum

Students will gain knowledge, skills and the necessary competencies to carry out the role of a clinical and educational supervisor, including the need to maintain the safety of patients and the learner. How the learning environment supports the supervision process and the link between clinical governance processes, clinical supervision and improvements in patient care. Students will also develop skills in developing educational programmes based on needs assessment of each learner, undertaking workplace based learning with the theory that underpins this and develop teaching skills with the aim of developing flexible teachers who are learner centred in approach. This will allow the students to achieve the core competencies for medical education supervision determined by the Postgraduate Medical Educational and Training Board (PMETB).

In order to support and organise such reflection, a portfolio will be used as the vehicle for structured and systematic reflection on the material encountered within the module. This encourages the analysis of learning experiences and the outcomes of professional assessment. On completion of the module the students will submit their portfolio of evidence, which will then be assessed according to the learning outcomes of the module; the compilation of which provides a focus point for all previously assessed professional practice and continuous personal and professional development activities.

15. Indicative Reading List


16. **Learning and Teaching Methods**, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes.

The total number of hours of study required will be 200 hours. The module will be delivered by blended learning methods including: contact teaching (20 hours), guided study package (10 hours) private study time (50 hours), work-based learning (70 hours), and portfolio assessment (50 hours).
This combination of learning and teaching methods will cover learning outcomes 12.1, 12.2, 12.3, 12.4, 13.1, 13.2, 13.3, 13.4 and 13.5.

17. **Assessment methods and how these relate to testing achievement of the intended learning outcomes.**

The assessment comprises of a portfolio on the development of practice, which is congruent with the evidence provided to meet the course learning outcomes in line with University of Kent QA procedures. The portfolio aims to provide a vehicle for structured and systematic reflection on the relationship between professional practice and theory; to demonstrate competence and advanced level critical thinking in the light of the subject material relating to workplace supervision and the learning encountered on the course. This single assessment accounts for 100% of the available marks.
This assessment also supports the process of trainer selection / re-accreditation in Kent Surrey and Sussex (KSS) GP Deanery by completion of the relevant sections of the KSS Self Assessment Questionnaire.

18. **Implications for learning resources**, including staff, library, IT and space

The module input will be delivered by General Practitioner (GP) specialists sourced and approved by the Kent, Sussex, Surrey Deanery and appointed as Honorary Lecturers by the University of Kent Centre For Sports Studies. It is envisaged that learning and teaching will take place within approved external facilities.

19. Kent, Sussex, Surrey Deanery and the Centre for Sports Studies recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis in consultation with the University’s disability/dyslexia support service, and specialist support will be provided where needed.

20. Kent, Sussex, Surrey Deanery (Validated Institution).

21. Centre for Sports Studies within the Faculty of Social Sciences.
Statement by the Centre Director of Graduate Studies: "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

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Centre Director of Graduate Studies
Date February 2nd 2011
Print Name: Dr Sakis Pappous ..............................

Statement by the Head of Centre: "I confirm that the Centre has approved the introduction of the module and, where the module is proposed by Centre staff, will be responsible for its resourcing"

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Head of Centre.
Date February 2nd 2011
Print Name: Prof Louis Passfield .......................