1. **Title of the module**
   Supervision in the Workplace (WL909)

2. **School or partner institution which will be responsible for management of the module**
   Health Education Kent Surrey and Sussex

3. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**
   Level 7

4. **The number of credits and the ECTS value which the module represents**
   20 Credits (10 ECTS)

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

6. **Prerequisite and co-requisite modules**
   None

7. **The programmes of study to which the module contributes**
   PG Cert in Strategic Leadership and Multi-professional Education in Healthcare

8. **The intended subject specific learning outcomes. On successfully completing the module students will be able to:**
   8.1. 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 workplace learning.
   8.2. 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.
   8.3. Critically evaluate how involvement in clinical supervision supports the maintenance and improvement of quality services in primary care.
   8.4. Critically appraise models of reflective practice and how they can be used in the professional development of learners.

9. **The intended generic learning outcomes. On successfully completing the module students will be able to:**
   9.1. Show evidence of critical self-reflection and the ability to enhance professional competence on the basis of feedback from self and others.
   9.2. Communicate with clarity in both the academic and professional setting to a range of audiences and using a variety of approaches.
   9.3. Show a capacity for autonomous learning and the ability to access academic and professional resources as appropriate.
   9.4. Show ability to effectively manage and present complex information using a comprehensive range of learning resources and demonstrate competence in the use of a range of information technologies.

10. **A synopsis of the curriculum:**
MODULE SPECIFICATION

This module will draw on the rich history of supervision across the professions. Students will be expected to evaluate how the process of professional support impacts on the nature of the supervision relationship and how it fosters the development of professional practice.

During the module students will gain knowledge, skills and the necessary competencies to carry out the role of 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. Participants will also develop skills in tailoring educational programmes based on the needs assessment of the learner, undertake 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 participants to achieve both generic and professional specific supervisory skills and will also facilitate the meeting of the competencies described by HEKSS for supervisors and meet their regulatory standards.

Throughout the module students will be encouraged to reflect on their own professional development both as a healthcare practitioner and educator.

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.

11. Reading List (Indicative list, current at time of publication. Reading lists will be published annually). Indicative Reading List:


12. Learning and Teaching methods.
The module will be delivered by blended learning methods. All students on this programme will be situated in the workplace and attending part-time. Teaching methods are designed to support suitable modes of learning with emphasis on the application of theory to professional practice. To facilitate this, active participation from the students will be encouraged throughout the module. Methods employed to develop knowledge and understanding during the taught sessions may include: tutor facilitated learning sets including discussion, case studies and audit activity. This will be followed by experiential, work related activity and application.

The total number of hours of study required will be 200 hours. The module will be delivered by blended learning methods including: a guided study package (approximately 10 hours), day or half-day lectures and workshops (approximately 20 hours), private study(approximately 50 hours), work-based learning (approximately 70 hours), plus time spend on the assessment (approximately 50 hours).

13. Assessment methods.
The assessment is 100% course work. The assessment comprises of a portfolio of 3000 words (-/+10%) or equivalent on the development of practice, which is congruent with the evidence provided to meet the course learning outcomes.

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. The portfolio content may include a combination of short answer written reflections to address learning outcomes, written reflection on peer observation, reflection on audit activity, as well as other specific material suitable to evidence and support the student’s achievement of the module learning outcomes and application to become a supervisor in HEKSS.

This assessment also supports the process of trainer approval / re-approval in Health Education Kent Surrey and Sussex (HEKSS) formerly (KSSGP Deanery by completion of the relevant sections of the trainer approval documentation and portfolio.

The adoption of a portfolio assessment methodology supports both the specific and generic intended learning outcomes reflecting the personalised and individual experiences of the educator.

As such the content will be negotiated with support of the module tutor but will typically include:

- Reflection on undertaking an educational needs assessment of a learner including assessment of professional knowledge skills and behaviours.
- Reflection on working with learners to develop and monitor learning action plans (PDPs).
- Reflection on personal continuing professional development based on peer and learner feedback.
Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section 12) and methods of Assessment (section 13):

<table>
<thead>
<tr>
<th>Module learning outcome</th>
<th>8.1</th>
<th>8.2</th>
<th>8.3</th>
<th>8.4</th>
<th>9.1</th>
<th>9.2</th>
<th>9.2</th>
<th>9.3</th>
<th>9.4</th>
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</thead>
<tbody>
<tr>
<td>Learning/teaching method</td>
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<td>Hours allocated</td>
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<td>Lecturers and Seminars</td>
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<td>Private Self-Study</td>
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<td>Work-based Learning</td>
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</table>

14. The Collaborative Partner 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 Collaborative Partner’s disability/dyslexia student support service, and specialist support will be provided where needed.

15. Campus(es) or Centre(s) where module will be delivered: Health Education Kent Surrey and Sussex

16. Partner College/Validated Institution: Health Education Kent Surrey and Sussex

17. University School responsible for the programme: Centre for Professional Practice

FACULTIES SUPPORT OFFICE USE ONLY

Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.
<table>
<thead>
<tr>
<th>Date approved</th>
<th>Major/minor revision</th>
<th>Start date of the delivery of revised version</th>
<th>Section revised</th>
<th>Impacts PLOs (Q6&amp;7 cover sheet)</th>
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