

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 (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 work place 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

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 HEEKSS for supervisors and meet their regulatory standards.

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

Brookfield, S. D. (1996). Understanding and Facilitating Adult Learning. 3rd ed. Milton Keynes: Open University Press.

Cantilon, P., Hutchinson, L., & Wood, D., eds. (2003). ABC of Learning and Teaching in Medicine. London: Wiley-Blackwell.

Heron, J. (1990). Helping the Client. London: Sage Publications.

Kilminster, S., Cottrell, D., Grant, J., Jolley, B. (2007). Effective educational and clinical supervision. AMEE Guide No 27. Medical Teacher Vol 29 No 1 p 2-19.

Mehay, R. (Ed) (2012). The Essential Handbook for GP Training & Education. Radcliffe Publishing.

12. Learning and teaching methods

Total contact hours: 30

Private study hours: 170

Total study hours: 200

~~The module will be delivered by blended learning methods.~~

~~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

13.1 Main assessment methods

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

13.2 Reassessment methods: Like for Like

14. Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)

Learning/ teaching method	Module learning outcome	8.1	8.2	8.3	8.4	9.1	9.2	9.3	9.4
Guided Study Package		X	X	X	X	X	X		
Lecturers and Seminars		X	X	X	X	X	X	X	X
Private Self-Study		X	X	X	X	X	X	X	X
Work-based Learning		X	X	X	X	X	X	X	X
Assessment method									
Portfolio		X	X	X	X	X	X	X	X

15. Inclusive module design

The Collaborative Partner recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

- a) Accessible resources and curriculum
- b) Learning, teaching and assessment methods

16. Campus(es) or centre(s) where module will be delivered

Health Education Kent Surrey and Sussex

17. Internationalisation

The module draws on the tutor expertise covering both transdisciplinary and international context and backgrounds. The module is supported by CPP which is located within Social Science and therefore will be able to draw on the expertise of an international Faculty, should that be required. The methods and techniques that are being delivered reflect developments in an evidence-based subject area drawn from international sources. Grasping the subject specific learning outcomes will furnish students with the ability to operate and apply the principles of research skills within a

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professional and workplace setting and, should it be necessary to do so, in a broader worldwide setting.

If the module is part of a programme in a Partner College or Validated Institution, please complete sections 18 and 19. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.

18. Partner College/Validated Institution

Health Education Kent Surrey and Sussex

19. 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.

Date approved	Major/minor revision	Start date of the delivery of revised version	Section revised	Impacts PLOs (Q6&7 cover sheet)