NHS England working across

Kent, Surrey, and Sussex

Primary Care Department (South East)

in partnership with

University of Kent

Department for Global and Lifelong Learning

Postgraduate Course for the award of Postgraduate Certificate in Strategic Leadership and Multi-Professional Education in Healthcare

Course Handbook – September 2023

Table of contents

Issuing Department	NHSE KSS / Global and Lifelong Learning		
Issue Date	September 2023		
Version	V1.5		
Equality Impact Assessment Date	TBA		
Review Date	August 2024		

Student (Healthcare Practitioner) handbook

This handbook sets out the details of the academic course, with details of the learning outcomes and assessment strategies by which a healthcare educator demonstrates learning for the academic modules, together with guidance to academic writing.

For medical practitioners this handbook should be read in conjunction with the GP Educator Pathway guidance.

For fuller details of the assessment and regulations that apply to all students at the University of Kent please consult the HEE KSS website or University of Kent website.

Please do give us feedback on what might be helpful to include or otherwise in future updates of this handbook for future students.

This guide follows RNIB's clearprint guidelines. If you have additional accessibility needs, we can provide you with the document in electronic format, please email england.gpeducatorpathway.kss@nhs.net

Section 1. Welcome and overview

Welcome to this academic course developed in association with NHS England South East, Workforce, Training & Education (WT&E) Directorate working across Kent, Surrey, and Sussex (NHSE KSS) and the Department for Global and Lifelong Learning (GLL) at the University of Kent. This Postgraduate Certificate course is delivered by NHSE WT&E KSS and will lead to an award from the University of Kent under a validation agreement.

NHSE KSS Primary Care Department is part of the newly formed NHS England (2023) Workforce Training and Education Directorate. NHSE KSSs core function is to improve the quality of the care delivered to a population of five million across the three counties through transformation of the workforce. It supports both the development of the current and future workforce of NHS professionals informed by its role in workforce planning and works closely with stakeholders across community and secondary care.

The GLL is based in the Medway Building at the Chatham Maritime campus and works in partnership with other Higher Education providers across the region. The department has expertise in supporting professionals whilst they continue to work in their own field of expertise by providing work-related courses on which individuals can acquire postgraduate level skills and gain qualifications which further enhance professional development.

This course is more relevant than ever in the aftermath of the global Coronavirus pandemic. The demographic, fiscal, technological and workforce issues facing the NHS means we cannot continue to deliver more of the same type of NHS professionals and models of care. New models of care underpinned by the delivery of integrated team-based care is the future. There is a need to review the existing paradigms and consider the functions needed to deliver care and the competencies and capabilities these functions need rather than focus on the title of the individual. We need to break down the primary / secondary care divide and develop professionals capable of working seamlessly across the health economy. The development of this multi-professional postgraduate course will help equip health care professionals to lead on the development of these strategies.

The course has been developed to facilitate NHS Professionals to come together to deliver supervision of learners across this continuum, work together in improving patient care through application of evidence-based practice and develop the team working skills needed to effect system change across healthcare. This course is designed to be flexible and related to the work you will need to do to become an approved educational supervisor or if you are in a non-medical role, to further advance your educational leadership. The course has been designed to be portfolio-based learning which takes account of the existing work you undertake as a busy NHS professional.

The initial award is for a Postgraduate Certificate, but further study can lead to a Diploma and onwards to a master's degree. We hope you will find this course rewarding and that it will enhance your activities as a professional educator.

Professor Christopher Warwick
Primary Care Dean
Postgraduate Certificate Course Director
NHS England, working across Kent, Surrey, and Sussex (NHSE WT&E KSS)

Useful contacts at NHSE KSS and University of Kent

Dr Cathy O'Leary
NHSE KSS GP Educator Pathway Lead

Chris Knight
NHSE KSS Programme Support Officer

NHSE KSS Academic Mentors

Jane Arnott
Hana Patel
Dr Anita Raina

NHSE KSS Head of School and Patch Associate GP Deans

Dr Liz Norris, Head of School for General Practice
Dr Shariq Lanker, Patch Associate Dean for East Kent
Dr Tariq Hussain, Patch Associate Dean for West Kent & Medway
Dr Cathy O'Leary, Patch Associate Dean for East Surrey
Dr Stuart Shaw, Patch Associate Dean for West Surrey
Dr Raya Al-Jawaheri, Patch Associate Dean for East Sussex
Dr Sadhana Brydie, Patch Associate Dean for West Sussex.

University of Kent

Dr Anne-Maria Brennan
Director of Graduate Studies, Lecturer in Professional Practice and Academic and Liaison Officer (ALO)
University of Kent Global and Lifelong Learning (GLL)

Laura Arbin
Programmes and Administration Assistant
University of Kent Global and Lifelong Learning (GLL)

NHSE KSS context - the role of supervisor

NHSE KSS is committed to integrating education processes to facilitate multi-professional team working, share best practice and has developed a multi-professional course that builds on the generic principles, skills and theoretical underpinning shared across professions in relation to the roles and tasks of providing supervision that maintains both patient and learner safety.

All registered healthcare professionals are expected to provide support to learners on a day-to-day basis. Healthcare professionals must undertake further preparation in the supervision and assessment of learners as described by individual professional regulatory bodies. NHSE KSS also recognises an education career pathway for healthcare professionals who wish to progress to more strategic roles.

The competencies required of supervisors have been mapped against the standards for medical education and training described in Promoting excellence (General Medical Council 2015), the competency framework for Educators (Academy of Medical Educators 2010) – see below, Good medical practice (General Medical Council 2013) and the Standards for student supervision and assessment (Nursing and Midwifery Council 2018) as well as mapping across other health care professions.

1. Ensuring safe and effective patient care through training
2. Establishing and maintaining an environment for learning
3. Teaching and facilitating learning
4. Enhancing learning through assessment
5. Supporting and monitoring educational progress
6. Guiding personal and professional development

7. Continuing professional development as an educator

NHSE Clinical supervisors are currently expected to meet the requirements of sections 1, 2, 3, 4 and 7 whereas GP educational supervisors would be expected to meet the requirements of all 7 domains. It is anticipated the requirement for GP clinical supervisors will extend to include domains 5 and 6.

Medical clinical supervisors in NHSE KSS would be expected to produce a portfolio of evidence to support their application to becoming a supervisor to include:

- attendance at an approved preparation course
- completion of specified online learning modules for clinical supervisors

- maintenance of a portfolio of professional development and an annual appraisal as a clinical supervisor
- evidence of completing and updating equality and diversity training (every three years).

In addition, medical educational supervisors will be expected to include in addition to the above:

- attendance at an approved preparation course
- a reflection based on peer observation of teaching
- provide evidence of feedback received from trainees (and reflection on this).

Undertaking the Postgraduate Certificate in Strategic Leadership and Multi-professional Education in Healthcare (PG Cert SLAMEH) will support aspirations to become a higher / advanced medical educator

For Nursing, AHP or Pharmacy students they will develop advanced educator skills beyond that of their regulatory preparation courses. This will support aspirations to take on leadership roles in multi-professional primary care education.

To see how the PG Cert links to standards set by the General Medical Council please see appendix 4.

References

Academy of Medical Educators. 2010. *A Framework for the Professional Development of Postgraduate Medical Supervisors.* London: Academy of Medical Educators, 31. Accessed June 17, 2022. https://www.medicaleducators.org/write/MediaManager/A_framework_for_the_professional_development_of_postgraduate_medical_supervisors.pdf

General Medical Council. 2013. *Good medical practice.* Manchester: General Medical Council, 40. Accessed June 17, 2022. https://www.gmc-uk.org/-/media/documents/good-medical-practice---english-20200128_pdf-51527435.pdf?la=en&hash=DA1263358CCA88F298785FE2BD7610EB4EE9A530

General Medical Council. 2019. *Promoting excellence: standards for medical education and training.* Manchester: General Medical Council, 52. Accessed June 17, 2022. https://www.gmc-uk.org/-/media/documents/promoting-excellence-standards-for-medical-education-and-training-2109_pdf-61939165.pdf

NHS England. 2014. *Five Year Forward View.* England: NHS England, 41. Accessed June 17, 2022. https://www.england.nhs.uk/wp-content/uploads/2014/10/5yfv-web.pdf

Nursing and Midwifery Council. 2018.Standards for student supervsion and assessment *.* Nursing and Midwifery Council, 15. Accessed June 17, 2022. https://www.nmc.org.uk/globalassets/sitedocuments/standards-of-proficiency/standards-for-student-supervision-and-assessment/student-supervision-assessment.pdf

Section 2. Course specification

Course Title	Postgraduate Certificate in Strategic Leadership and Multi-professional Education in Healthcare (PG Cert SLAMEH)
Credit Value	60 M Level Credits
Study Hours	600 Hours

You can view the course specification on the HEE KSS website.

Section 3. Postgraduate Certificate modules

The Postgraduate Certificate (PG Cert) consists of three modules each of 20 M level credits:

- Module WL909 Supervision in the Workplace
- Module WL907 Evidence Informed Practice
- Module WL908 Collaborative and Multi-professional Working.

The academic content relevant to the three modules will be delivered through facilitated learning sets led by an Academic Mentor and underpinned by the principles instilled through the Educational Supervisor course.

Students will be expected to undertake written pieces of academic work to support their progression through the course which will be peer reviewed. Personal study and reflective practice are required to support the formal academic course.

Module WL909 Supervision in the Workplace (20 credits)

Please find a link to the module specification (including indicative reading list) on the legacy HEE KSS website.

Intended subject specific learning outcomes

On successful completion of the course students will be able to:

- 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.
- 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.
- Critically evaluate how involvement in supervision supports the maintenance and improvement of quality of care delivered to patients.
- Critically appraise models of reflective practice and how they can be used in the professional development of learners.

Assessment strategy

Students will be required to demonstrate 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.

This single assessment accounts for 100% of the available marks.

A pass must be obtained for this module for consideration of the award of PG Cert.

Academic assessment

The academic assessment should comprise of an academic reflective short answer assignment (word count 3,000 words) to address the following:

- Critically reflect on how you assess a learner's level of competence and professionalism and provide appropriate supervision. Please give examples from your recent experience (2,000 words).
- Critically reflect on the experience of undertaking an educational needs assessment including how this has supported the learner's professional development (500 words).
- Critically reflect on how feedback from learners has helped you to improve their experience of training (500 words).

Module WL907 Evidence Informed Practice (20 credits)

Please find a link to the module specification (including indicative reading list) on the legacy HEE KSS website.

Intended subject specific learning outcomes

On successful completion of the course students will be able to:

- Critically analyse the role of evidence-based practice in the wider organisational context and the constraints to professional practice.
- Critically evaluate the literature using recognised appraisal tools to assess validity and relevance of data.
- Critically reflect on the process of effective integration of individual professional expertise and the use of evidence within professional practice.
- Critically reflect on the process of discussing risk with individuals in healthcare settings.

Assessment strategy

Students will be required to demonstrate 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.

This single assessment accounts for 100% of the available marks.

A pass must be obtained for this module for consideration of the award of PG Cert.

Academic assessment

The academic assessment should comprise of an academic reflective short answer assignment (word count 3,000 words) to address the following:

- Critically reflect on how you use evidence-based practice in your professional or clinical practice. Pay particular note to complexity, perhaps including those with multiple medical

conditions; and how applying evidence-based practice can impact on the health of the wider community (2,000 words).

- Critically appraise the processes, including governance processes your organisation uses to ensure and improve the quality of patient care (500 words).
- Critically reflect on how you have helped learners to meet learning outcomes relevant to the practice of evidence-based practice in their curriculum. Please give specific examples (500 words).

Module WL908 Collaborative and Multi-professional Practice (20 credits)

Please find a link to the module specification (including indicative reading list) on the legacy HEE KSS website.

Intended subject specific learning outcomes

On successful completion of the course students will be able to:

- Critically reflect on different leadership styles and approaches and their impact on collaborative and multidisciplinary working.
- Critically reflect on the competences and capabilities across professions needed to deliver quality patient care.
- Demonstrate analytical understanding and application of the processes underpinning collaborative working within the professional environment.
- Critically reflect on the impact of education and training in the context of team-based learning and interprofessional education.

Assessment strategy

Students will be required to demonstrate 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.

This single assessment accounts for 100% of the available marks.

A pass must be obtained for this module for consideration of the award of PG Cert.

Academic assessment

The academic assessment should comprise of an academic reflective short answer assignment (word count 3,000 words) to address the following:

- Critically appraise the effectiveness of collaborative working both within your organisation and between your organisation and the wider NHS both in primary and secondary care. Give specific examples of how this has impacted on patient care. Reflect on how you model collaborative working and learning to your learners (2,000 words).

- Critically appraise how you have you prepared members of your organisation to understand and support the role of the learner (500 words).
- Critically reflect on the process of doing an audit / Quality Improvement Project (QIP) with specific reference to the effectiveness of your role and team working and the improvement of patient care (500 words).

Whilst not contributing to the academic award GP Educators need to be aware they need to meet the standards for Trainer approval by NHSE KSS and submit their portfolio with appropriate documentation and evidence.

Section 4. Course information

The Postgraduate Certificate (has been developed for NHS professionals from a variety of backgrounds who are involved in the education of learners and who have or wish to develop a leadership role.

For those general practice medical educators wishing to become a GP Trainer (Educational Supervisor), successful completion of the Postgraduate Certificate in Strategic Leadership and Multi-professional Education in Healthcare (PG Cert SLAMEH) is a requirement.

However, the approval of GP trainers is subject to a different regulatory framework which includes approval of both the Doctor and their working environment. It is thus possible that a Doctor successfully completes the PG Cert but does not meet the standards required for accreditation as a GP Trainer.

A potential GP Trainer must meet the requirements of the General Medical Council's (GMC) Competency frameworks (appendix 4) and the Clinical Learning Environment must meet the GMC standards for training.

There is more guidance on GP supervisor accreditation and re-approval on the HEE KSS website.

Teaching and learning strategy

The course will be delivered through learning sets supported by a NHSE KSS appointed Academic Mentor. The role of the Academic Mentor is to support and guide the student as they undertake preparation for submission of their academic assignments.

Students will also be required to undertake personal study and reflection on their experience of working as an educator to supplement the formal course.

The academic content relevant to the three academic modules will be delivered in an integrated fashion throughout the learning sets.

Students will be expected to undertake written pieces of academic work to support their progression through the course.

Once enrolled onto the course it is anticipated that it will take between 6-9 months and no longer than 12 months to progress through to the PG Cert award in Strategic Leadership and Multi-professional Education in Healthcare.

Assessment strategies

Students will be required to:

- submit written assignments in short essay format for each module

- for GP educators only - submit the trainer approval documentation and associated portfolio.

Attendance / absence policy

Attendance at the facilitated learning set is officially recorded. Participants must discuss with the Academic Mentor any reasons for non-attendance so this can be authorised and agreed. A record of reasons for absence will be kept. Details of attendance are collated centrally at NHSE KSS.

Students are expected to attend a minimum of 70% of the learning sets.

Where a student is unable to attend group activities relating to the PG Cert this should be discussed with the Programme Support Officer to explore what arrangements can be made to allow the participant to cover the missed work.

Performance issues

Detailed guidance is given later in this handbook on the marking criteria for the PG Cert award (appendix 2) and participants should refer to this.

Students should be aware that they also need to demonstrate they have achieved the required competences of a GP Educator in NHSE KSS through participation in the supporting GP Trainer course.

Personal Academic Support System (PASS)

The students of Validated Institutions remain registered students of the collaborative partner (NHSE KSS) and are not in any sense students at the University of Kent.

Students can access support in several ways:

- through the Programme Support Officer
- Academic Mentor
- Patch Associate GP Dean or the
- PG Cert Course Lead.

The contact details of these individuals can be found on page 5 of this handbook.

The role of the Programme Support Officer

The Programme Support Officer administers the PG Cert and liaises with the Academic Mentors, Patch Associate GP Deans, Course Lead, and interfaces with our validated partners in the Department for Global and Lifelong Learning at the University of Kent.

The Officer is the first point of contact for students in the following circumstances:

- completion of online registration with the University of Kent

- concerns about the impact a disability may have on participating in the PG Cert / Trainer course
- requests for deferments / extenuating circumstances (see also section 5)
- queries in relation to attendance and requirements of the GP Trainer course.

The role of the Academic Mentor

Academic Mentors are responsible for the delivery of the PG Cert through action learning sets. As well as facilitating the group to enable critical enquiry and peer learning the mentors offer structured opportunities to provide feedback to students through the submission of work. This is an important aspect of the course and students should be strongly advised to take up this opportunity. They are also the first point of contact if a student has concerns about their academic progression or personal circumstances which may impact on the quality or timeliness of submission of work.

The Academic Mentor as noted earlier also has a role in monitoring attendance and supporting students unable to attend a learning set meeting in developing a plan to address how the work might be covered.

Academic Mentor feedback

The Academic Mentors will always strive to give developmental feedback regardless of the standard of the draft submission. The level of criticism and quantity of suggestion for change will be indicative of the current standard of the submission but the Academic Mentors are not 'marking' the draft submissions and therefore do not attach an impression of the grade (i.e., pass, fail or otherwise) likely to be achieved.

The Academic Mentors will provide up to two rounds of feedback per assignment (this is across the three essays per assignment).

Students can expect to receive Academic Mentor comments within one **working** week of the draft submission. Academic Mentors will aim to advise students of their planned absence in advance and expect students to be conscious of their own commitments when seeking feedback.

Draft submissions will be accepted no later than two weeks ahead of the deadline to allow the student to make adequate amendments to their work.

Where a student has concerns about raising concerns directly with an individual Academic mentor, the Course Lead can be approached.

The role of the Patch Associate GP Dean

Patch Associate GP Deans (PAD) are responsible for the quality management of GP specialty training across a geography. This includes the approval of GP educators. They also support the PG Cert and can provide general guidance on a career in medical education.

Students are advised to contact the PAD if they have a concern related to their (or their practice's) readiness to be approved through the Trainer approval process.

In addition to the above, students are encouraged to buddy with an experienced Educator either within their organisation or in the case of medical educators to engage in the activity of a Local Faculty Group (LFG) and other relevant educational activities including Trainer groups.

Supporting disabilities

Depending on specific needs NHSE KSS will work with students to explore what additional support may be required. Students are advised to contact NHSE KSS at the earliest opportunity to raise any concerns: this affords both parties the maximum time to plan what additional support may be required.

It is important to note that NHSE KSS does not usually support adjustments outside those that may reasonably be expected for an NHS professional to enable them to discharge their clinical duties. Exceptions may apply to supporting access at learning set venues and the production of academic work within the given time frames.

NHSE KSS recognises that those who suffer from dyslexia and / or dyspraxia may have special educational needs that may impact on their ability to demonstrate their knowledge in assessments. Any candidate may apply for special arrangements to address their specific special educational needs.

Candidates who are dyslexic or suffer from dyspraxia would usually be asked to produce evidence of an up-to-date Dyslexia / Dyspraxia Assessment Report, which includes specific mention of recommendations for examinations.

The dyslexia / dyspraxia assessment should normally have been carried out within three years prior to the date of enrolling on the course. NHSE KSS requires that the report and recommendations are in line with the Department for Education & Skills guidelines.

If NHSE KSS considers that a dyslexia / dyspraxia assessment is not sufficiently up-to-date, or the recommendations it contains are not sufficiently specific with regard to the arrangements for the fulfilment of the curriculum including the project work, it may require the candidate to be reassessed – at their own expense.

The special arrangements will be allowed, as far as possible, to comply with the dyslexia / dyspraxia assessment and may include either extra time for written work, and / or where appropriate audio or electronic facilities.

If additional help or equipment is required for home working and study – that is outside the remit of what NHSE KSS can make available, NHSE KSS will allow additional time for assessments to be completed where appropriate.

Candidates will have the right to decide how widely information on their condition is made known. As standard, information regarding a student's disability will be shared anonymously with their PG Cert markers. It is recommended that the student makes their Academic Mentor aware of any disability relating to their academic work.

Learning resources

E-Learning

NHSE KSS has several e-learning modules to support the PG Cert. These are available through the Programme Support Officer.

OneDrive

Students can access their cohort's OneDrive facility, which has several papers relevant to the course. If a student encounters problems accessing this, please report this to the Programme Support Officer who will assist you.

Library and knowledge access

All NHS employees have access to a range of knowledge and library services provided via the OpenAthens system. Primary care professionals (and therefore students on this course should visit, and register with, the national portal. This provides access to a vast array of literature, and should be your first port of call.

NHSE KSS has agreed in partnership with University of Kent that access to physical library services will be through Postgraduate Medical Education Centres in the Local Education Provider Trusts. The libraries provide a wide range of publications and work together to support the provision of texts and journals. On occasions where a publication is particularly difficult to acquire a small charge may be required: the cost of this being borne by the student.

Preparing a submission for the award of Postgraduate Certificate

The assessment strategy consists of completion of an academically written and referenced short answer questionnaire and the portfolio of evidence to support this document.

Students are advised to begin preparing their submission well ahead of the intended date for submission.

Keeping a reflective educational diary / log of supervision and teaching activity is an essential part of the preparation and will form the basis of several assignments. Keeping a reflective log relating to personal development of skills, reflection on attendance at the learning set and feedback received from peers / mentors will also be required.

The production of written assignments is part of academic development, some of the following tips may help you prepare your submissions:

- Make note of useful references – ideally using reference manager software (we recommend Zotero).
- Get ideas on paper and start writing sooner rather than later.
- Make sure the written work addresses the learning outcomes of the modules.
- Try to develop the narrative and argument in a logical and sequential manner.
- Answers should demonstrate your knowledge and understanding of key concepts.
- The questions are reflective in nature, this should include appraisal of evidence from varying perspectives related to personal experience, actions, and thoughts.
- Include insights on how newly acquired learning will be used in future development as an educator.
- Try to avoid jargon, acronyms, and discriminatory language.
- Re-visit written work to check grammar and spelling or ask someone else to proofread the work – does it make sense?

Each of the three modules is equally weighted and worth 20 M level credits. They are marked independently, and students must pass each module to achieve the Postgraduate Certificate. What this means in practice is that efforts should be spread out evenly across the modules and should aim to demonstrate a similar standard of work in each.

For each of the three modules read the module guides and learning outcomes. These describe what a student is expected to demonstrate an understanding of in their answers. It is thus essential to carefully read the question and answer accordingly. Where a student does not do this, they need to be aware this will be reflected in the marking.

The word count for each section must be included. The word count includes everything in the body of the text, such as quotations, citations, footnotes, and headings. It does not include bibliography, references, appendices, or other supplementary material.

Up to 10% above the prescribed word count is acceptable and students should aim to stay within this limit. Marks will be deducted for exceeding the word count beyond 10%. The ability to present a reflective academic analysis and argument in a concise structured way underpins writing at this academic level.

Assignments should be written as a reflective piece, in the first person but with an academic presentation: accounts based entirely on description will not fulfil the academic requirements. As a Masters Level course, the reproduction of standard diagrams and constructs seldom augments academic writing. The Harvard referencing system should be used.

Submission process for the PG Cert

The reflective assignments for each module together with the mandatory requirements for each module must be submitted electronically via email to england.pgcert.kss@nhs.net

The completed submission with all attendant paperwork must be submitted in its entirety. Later documents will not be accepted for consideration of the award.

Students need to complete the submission cover sheet (appendix 1) and itemise the documents being submitted. At no time should students include their name or any other identifiable details in the assignment, cover sheet or name of the document.

Each module should be submitted as a single document, with the title of each of the three short essay questions written in full, at the start of each short section answer. Assignments should be submitted using Arial Font 12 and be single line spaced.

Students can expect an email receipt confirming that their submission has been received.

Plagiarism

Plagiarism is passing off the work of others as your own. This constitutes academic theft and is a serious matter which is penalised in assignment marking.

Examples of plagiarism are:

- the verbatim copying of another person's work without acknowledgement
- the close paraphrasing of another person's work by simply changing a few words or altering the order of presentation without acknowledgement
- the unacknowledged quotation of phrases from another person's work and / or the representation of another person's idea(s) as one's own

For more details visit the Academic Integrity page on the University of Kent website.

Harvard referencing

Referencing of academic writing is necessary to clearly identify the work of the GP from the work of others and allows the reader the possibility of finding the original material for themselves.

Why do students need to reference? There are several reasons:

- References are used to demonstrate the depth and breadth of reading and references support analysis and argument. Using referencing in work is therefore a way in which students can enhance their performance in the assessment.
- Referencing is the way that you acknowledge other people's work within a student's coursework. If not used or used incorrectly it could potentially be viewed as plagiarism (copying someone's work without acknowledgement). There can also be copyright issues associated with using other people's work without acknowledgement.
- Referencing allows other people to identify the source of the information that have been used.

Referencing is not difficult as it is all about following the instructions. The most important things to remember are to be organised and be consistent.

Referencing should be used within any piece of your work where the student is using sources of information that are not their own. This includes essays, case studies, presentations, leaflets, and written exams.

All sources of information that have been used should be included within your work in two places:

- in the text - this is called a citation
- at the end in the references list.

The Harvard Cite them Right system is the most straightforward referencing convention and below is the guidance on how to apply it.

Citations

There are two main ways to use citations in your work: either within a sentence (this is called author prominent) or at the end of the sentence (this is called information prominent). Here are some examples:

- Author prominent - a study by Smith (2007) found that goalkeepers sustain more head injuries than strikers.
- Information prominent - goalkeepers have been found to sustain more head injuries than strikers (Smith, 2007).

There are a few rules regarding the number of authors of a reference source as follows:

- 1 or 2 authors - you always write in full - Smith (1985) or (Brown & Green, 1996).
- 3 authors - you always write in full - (Wong, Smith and Adebole, 2015)
- 4 or more authors - you can use the first author only followed by et al. straight away - (Wong et al., 2015).

Compiling a reference list

The reference list enables the reader to trace and source the references. In the case of the formal assignments the list should be placed at the end of the assignment and does not contribute to the word count.

For formal assignments references should be listed in alphabetical order in the reference list at the end of the assignment.

When referencing work in the assignment these should appear in alphabetical order at the end of the written statements in the respective boxed section to which they relate.

The University of Kent Harvard Cite Them Right style guide (accessible via University of Kent Student Login) will guide you to complete a reference list. Also visit the site for Academic Integrity and Assignment Survival Kit.

Assessment criteria for assignments

Marking

To succeed, each module must achieve a pass grade of 50%.

Distinction	100-70%	Shows originality or exceptional thoroughness in critical analysis which shows how the topic is located in a broad theoretical framework. Excellent communication skills.
Merit	69-60%	Evidence of critical analysis which draws on a range of perspectives and theoretical work. Student communicates effectively.
Pass	59-50%	Shows familiarity with the theoretical frameworks with some evidence of critical reflection.
Fail	< 50%	Work shows no critical analysis or failure to understand central ideas or no use of any theoretical framework or poor standard of communication.

Marking will be undertaken using the categorical marking schedule as described by University of Kent (appendix 2).

In summary marks within a 10% band are awarded only at point 2 point 5 or point 8 so for example: 62, 65 or 68.

Students should expect to receive personalised feedback on written submissions with reference to the detailed marking descriptors. The feedback together with provisional marks will be shared with students usually within four weeks of submission. Whilst the feedback will remain extant the provisional marks will not be ratified until after the Exam Board takes place.

External Examiner

Marking is subject to internal moderation and a proportion of submitted assignments are shown to the External Examiner. The task of the External Examiner is to ensure fairness and consistency of marking between tutors. External Examiners do not generally alter marks, although they may suggest to the Exam Board that some marks are moderated.

Students are normally allowed to resubmit a failed assignment on one further occasion only subject to Exam Board approval, although the Exam Board is not obliged to allow a resubmission of a failed assignment and students have no right to demand this. Re-submissions of failed assignments can only carry a maximum pass mark of 50%.

All marks are subject to confirmation at the Exam Board by University of Kent Department for Global and Lifelong Learning.

Evaluation

Throughout the PG Cert / Trainer course we aim to seek the views of students. The purpose of such evaluation is threefold:

- it informs the annual monitoring of courses
- provides developmental feedback to assist the course tutors on the design of the course
- encourages students to reflect on their own learning.

Evaluation processes include:

- regular opportunities to reflect as to how the PG Cert is progressing through discussion with the Academic Mentor
- written evaluations
- Student Voice Committee
- feedback from the External Examiner which can be found on the HEE KSS website.
- formal programme evaluation, including 1:1 interviewing.

Student Voice Committee

As part of the Quality Assurance Programme and to enhance progression through the PG Cert, regular meetings are held with students. These meetings are an opportunity to reflect on learning experiences and discuss the development of the course.

Students meet with tutors three times during each year at Student Voice Committees (SVC). Representatives from the different learning sets will be asked to canvass opinion from their current cohort and provide feedback to the rest of the group.

Student representatives will also be invited to the Board of Studies to feedback.

In keeping with best practice any questionnaire will afford anonymity and will ask students to reflect on the course expressing their views and ask a series of closed questions regarding the course infrastructure and delivery of the individual modules.

The collated feedback will also be shared with students at SVCs.

Section 5 - Guidance for students on Validated Partner Courses

Validated courses

NHSE KSS is a Validated Institution, which means that it has received approval from the University of Kent to offer courses delivered and assessed by NHSE KSS but approved by the University, for University of Kent credit and academic awards.

The students of Validated Institutions remain registered students of the collaborative partner and are not in any sense students at the University of Kent. Read more in the University of Kent's Validation Handbook.

The University of Kent credit framework

Please find a link to the full Credit Framework Regulations which explains how the academic frameworks are applied.

Issuing awards

The University is responsible for producing your certificate. Following the verification of student marks at the Board of Examiners, certificates are signed off by the Chair of the Board of the Examiners and sent to the University of Kent for processing.

It is important that the information requested at time of registration is correct to ensure that you receive an accurate certificate detailing your achievement. Certificates will include a record of the name and location of the Validated Institution the student studied at.

Condonement

Where a student fails a module or modules but claims that this was due to illness or other mitigating circumstances, the Board of Examiners may condone such failure and award credits for the module(s). Please see the Condonement measures (sections 2.1. and 2.2.).

The above does not preclude a Board of Examiners from adjusting a module mark where a student has failed to complete assessment requirements for good reason.

Failure of modules

Referral

If a student has not acquired sufficient credits to complete a course, the Board of Examiners may permit them to undertake further assessment in failed modules. The Board of Examiners will specify which elements of assessment the student is required to undertake. If a student is so referred in a module they may be required to, or may elect to, repeat the module, if it is being taught in the year in question, or may choose to take a different module provided that the requirements of the course are still met. At most one such opportunity per module will be

permitted, to be automatically permitted unless denied for disciplinary reasons. Any such repeated modules will attract a maximum grade of 'pass'.

Deferral

Where a student has failed due to circumstances such as illness, and where there is written evidence to support this, the Board of Examiners may permit the student to undertake some or all the assessment for some or all the failed modules comprising the stage at a later date and as for the first time. Where the student has met requirements for progression to the next stage of the course, he/she may be permitted to 'trail' the deferred assessment i.e. to proceed to the next stage and simultaneously undertake the deferred assessment as for the first time.

Extensions to the deadline for PG certificate

Coursework submitted after the applicable deadline is not accepted unless in extenuating circumstances.

Students requesting an extension in the deadline for submission must be submitted in writing using the relevant Mitigations Application Form (appendix 3) to the Programme Support Officer for consideration.

Any approval will be communicated in writing with a new submission date.

Mitigation of Extenuating Circumstances

The term mitigation is used to describe action taken by Schools and the relevant Board of Examiners in recognition of extenuating circumstances which cause exceptional interference with academic performance, and which are beyond the normal difficulties experienced in life. This includes circumstances such as sudden, severe illness (confirmed by medical certificate) adversely affecting performance or preventing work from being submitted by the deadline set.

Extenuating circumstances do not include where the student was directly responsible for the circumstances, or where a student could reasonably have avoided the situation or acted to limit the impact of the circumstances. Read more on the University of Kent website.

The following are examples of circumstances which would **not** be considered relevant for concessionary treatment (the list is not exhaustive):

- completing work too late and missing deadlines because of computer difficulties
- losing work not backed up on computer disk
- normal employment commitments
- failure to manage learning appropriately
- students have been affected by long-standing, controlled conditions for which they may be expected to have sought and received appropriate support
- students have been directly responsible for the circumstances put forward in mitigation.

Failure to submit assignments / impaired performance during preparation for the assignment

Mitigation of Extenuating Circumstances applications to the Board of Examiners will be considered only if submitted:

- by means of the Mitigations Application Form designed for the purpose
- with a clear and concise account of the concessionary circumstances and the impact on studies
- with all necessary documentary evidence
- within the applicable deadline, i.e., within five working days of the event to which the mitigation of extenuating circumstances application pertains, where the circumstances were not anticipated.

In the case of students who are aware they are unable to submit their module assignments and portfolio; they are required to notify the Programme Support Officer of their difficulties prior to the relevant deadline.

You must request permission for the absence or non-submission by means of submitting the mitigation of extenuating circumstances application form immediately if possible, or by immediately notifying NHSE KSS of your difficulties and then submitting this form and supporting evidence as soon as possible thereafter. Failure to do this may result in students being awarded no further opportunity to pass the module.

Legitimate concessionary reasons include incapacitating medical problems or exceptional misfortune and do not include holiday plans. Any medical documentation submitted to support mitigation of extenuating applications must be specific, relate to the dates and duration of illness and be presented in English.

Considerations of Mitigation of Extenuating Circumstances

Mitigation of extenuating circumstances applications relating to non-submission of coursework, absence from examination/s, and to impaired performance in coursework or examination are normally considered by Concessions Panels on behalf of the Board of Examiners. The panels make recommendations to the relevant Board of Examiners.

Where a student's concessionary submission indicates that they will be unable to submit the assignments and portfolio by the published deadline, the concessionary panel, where it sees appropriate, will advise the Exam Board.

Guidance on actions that may result from the presentation of a concession request can be seen in full online.

Complaints and appeals procedure

Definitions

Academic Appeal	A request for a review of a decision made by a Board of Examiners regarding matters of progression to the next stage, assessment results or academic awards.
Academic Complaint	A specific concern about the provision of a course or related academic service: e.g. delivery of teaching, availability of learning of resources.
Complaint	Relates to any specific concern, other than one relating to an academic matter as defined above, made by a student about services provided by the institution against which the complaint is made.
Non-Academic Complaint	NHSE KSS may process complaints on non-academic grounds without recourse to the University. Where such complaints are made with respect to services provided by the University, Kent's complaint's procedure should be used.

Appeals

Students may not appeal against the academic judgement of the examiners.

Appeals from students taking taught courses of study against recommendations of the Board of Examiners will be considered in the following circumstances only:

- Ground 1: Administrative, Clerical or Procedural Error: where there are reasonable grounds, supported by objective evidence, to believe that there has been an administrative, procedural, or clerical error of such a nature as to have affected the recommendation of the Board; and/or
- Ground 2: Illness or Other Extenuating Circumstances: where there is evidence of illness or other extenuating circumstances that have impacted negatively on academic performance and which the student was, for good reason, unable to submit by the published deadlines; and/or
- Ground 3: Prejudice or Bias: where there is evidence of prejudice or bias or the reasonable perception of prejudice or bias against the student.

Appeals that are based on concessionary circumstances which, without good reason, were not brought to the attention of the Board of Examiners through mitigation of extenuating circumstances procedures at the appropriate time will not be considered.

The submission of an appeal is no guarantee of its successful outcome.

Appeals will be considered only if submitted:

- by means of the appeals form designed for this purpose
- meets one or more of the grounds for appeal
- providing all necessary documentary evidence substantiating the grounds of the appeal
- within the applicable deadline.

In all cases, appeals should be submitted to appeals@kent.ac.uk. If the appeal meets the technical conditions as detailed above, it will be considered by the Case Manager who will determine whether a case exists.

If the Case Manager determines that the technical conditions for submitting an appeal have not been met, the student will be so informed. If the technical conditions have been met, the Case Manager will determine an outcome.

Appeals procedures can be found as an annex to the credit framework assessment conventions online at: Annex 13: Academic Appeals.

Academic complaint

A specific concern about the provision of a course or related academic service: e.g., delivery of teaching, availability of learning of resources. It occasionally happens that there are serious grounds for dissatisfaction which can be dealt with only by someone other than the tutor(s) concerned.

If you, as an individual or as a group of students, feel that the basic requirements of good teaching are not being met, or that there are other issues to do with the module or its tutor(s) which give ground for complaint, you should raise the matter immediately in writing.

The NHSE KSS PG Cert Course Director is the person who will normally consider any complaint in the first instance.

If the complaint is judged to be justified you may wish to claim that it has affected your final assessment, in which case your complaint will be brought to the attention of the Board of Examiners.

Dissatisfied complainants on academic grounds who have exhausted the NHSE KSS complaint's procedure have a further right of complaint to the University.

Correspondence

It is a student's responsibility to ensure that the Student Records Office and NHSE KSS have current contact details. If it has not, all correspondence will be sent to a student's home address, which may result in a delay in the processing of an appeal.

The appeals process can involve detailed scrutiny of the case by several people. We will inform students of the outcome as soon as we are able. Students should refrain from contacting the Quality Assurance and Compliance Office for a progress report on an appeal sooner than three weeks after an appeal has been submitted.

Under the Data Protection Act 1998, the University is not permitted to discuss any student matters with third parties unless agreed with the student.

Academic integrity and honesty at university

As a student on the Validated Partner course, you are expected and required to act honestly regarding the work you submit for assessment in your courses. University regulations state that:

- students are required to act with honesty and integrity in fulfilling requirements in relation to assessment of their academic progress.

General Regulation V.3 specifies that any attempts to:

- cheat
- plagiarise
- improperly influence your lecturer's view of your grades
- copy other assignments (your own or somebody else's) or
- falsify research data

will be viewed as a breach of this regulation.

The full details of this regulation including disciplinary procedures and penalties are available online at: Annex 10 - Academic Misconduct procedures.

Section 6. Appendices

Appendix 1. Postgraduate Certificate assessment cover sheet

University of
Kent

NHS
England
South East

PG Cert submission: Assessment Cover Sheet

Student ID number:	
Module title & code(s):	WL909 - Supervision in the Workplace
	WL907 - Evidence Informed Practice
	WL908 - Collaborative & Multiprofessional Working
Date submitted:	

I am submitting my work for consideration of the award PG certificate in Strategic Leadership & Multi-professional Education in Health.

I confirm that the work presented is my own work.

I Acknowledge:
The use of [insert AI system(s) and link] to [specific use of generative artificial intelligence].
The prompts used include [list of prompts].
The output from these prompts was used to [explain use].

Appendix 2. NHSE KSS Marking Grid with Comments 2021-22

Percentage	0%, 10%, 20% & 25% Fail	32%, 35%, 38%, 42%, 45% & 48% Fail	52%, 55% & 58% Pass	62%, 65% & 68% Merit	72%, 75% & 78% Distinction	85%, 95% &100% Distinction
Focus of Assignment and Achieving Learning Outcomes	Work barely answered the assignment brief and failed to meet learning outcomes.	Failed substantially to address the assignment brief and the learning outcomes.	An identified focus that is appropriate and addresses the assignment brief. Learning outcomes met adequately.	Clear and appropriate focus which clearly addresses the assignment brief. Learning outcomes met competently.	Clear, succinct, and appropriate focus which fully addresses the assignment brief. Learning outcomes fully met.	Sharply defined focus which fully engages with the assignment brief. Learning outcomes fully met.
Integration and Impact of Theory and Practice	No / limited awareness of relationship and links between theory and practice. No consideration of viability.	Application of theory and practice in simple and conventional situations, which is weakly explained. Limited consideration of viability.	Recognises the links with future practice and uses theory to examine practice situations in more depth, which is explained but not to the full extent with respect to viability. Some useful conclusions drawn.	Considers the relevance for future practice and integrates theory and practice in more complex situations, which is clearly viability explained. Relevant and useful conclusions.	Theory linked to practice, some synthesis of theories, impact and application viability within future and wider practice. Conclusions linked to theory with some recognition of limitations.	Synthesis of theories, impact and application viability within future and wider practice, Conclusions integrate theory with professional practice and knowledge discovery and a wide recognition of limitations.
Use of Literature	No evidence of adequate information gathering; work uncited; no awareness of citation or referencing conventions.	Almost no reading and knowledge of cases, theory, or practice. No effort to discover additional source material Irrelevant, superficial, or gap-prone review; important work uncited; little awareness of academic citation and referencing conventions.	Literature adequate but not contemporary or critically reviewed, some weaknesses in choice of literature citations. Limited search and number of sources. Ideas largely limited to basic taught material; awareness of academic citation and referencing conventions, with some inaccuracies.	Clear review of a range of literature; evidence of a recent search and study context well linked; critical evaluation of literature; synthesis of ideas evident; academic citation and referencing conventions generally observed with few inaccuracies.	Wide range of comprehensively reviewed literature; evidence of a contemporary search; literature and study context well linked; critical evaluation of literature, demonstrating understanding and differentiated in terms of importance; synthesis of ideas evident; citation and referencing is consistently presented with all academic conventions followed, with virtually no errors.	An extensive and comprehensive review of literature; evidence of frequent and contemporary searching; which demonstrates an exceptional level of critical evaluation, understanding and differentiated in terms of importance; exceptional synthesis of ideas evident; the citation and referencing is academically presented with all academic conventions followed, without error.

Knowledge and Understanding	Major gaps in knowledge and understanding, inaccuracies. No theoretical framework.	Gaps in knowledge and superficial understanding. Some inaccuracies. Unclear theoretical framework.	Knowledge and understanding of the main concepts and key theories.	Sound knowledge and understanding of the main concepts and key theories. Beginning to show an awareness on the limitations of the knowledge base.	Detailed knowledge and understanding of the main concepts and key theories and a clear awareness on the limitations of the knowledge base.	Extensive knowledge and understanding of the main concepts and key theories and an evident awareness of the ambiguities and limitations of knowledge.
Analysis, Argument and Reflection	No discernible analysis of central issues and totally inaccurate results. No evidence of reflection.	A little analysis which is largely descriptive with some inaccuracy and / or weakness evident. Little evidence of reflection.	Analysis largely accurate but may be incomplete or weak; some lack of reflection and critical insight.	Relevant and critical analysis; data analysed accurately; sound rationale for analysis; inferences from data justified; slight weakness evident. Some reflection and critical insight.	Comprehensive and critical analysis of central issues; analysis accurate; inferences from data appropriate; sound rationale for choice of data source(s); skilled reflection and significant critical insight.	Original and critical work; which is exceptionally well detailed in terms of accurate inferences from data; entirely appropriate rationale for choice of data source(s); accomplished reflection / reflexivity and critical insight.
Clarity of Expression, Academic Style Organisation and Presentation	Inadequate communication skills; missing abstract; absence of academic style/conversational; non-standard English used; incoherent; substantially outside the word count and significantly undermining the assignment.	Poor presentation; lack of organisation, structure and clarity; anecdotal in style; expression lacks coherence; language use is weak; outside the word count, undermining the assignment.	Reasonably clear presentation; few grammatical/spelling mistakes; an emerging academic style; coherent and generally well expressed; careful use of language and a sense of an academic style of writing; outside the established word count and the additional plus or minus 10% with no detriment to the assignment.	Clear presentation and coherent organisation of material; very good communication skills; few/no grammatical or spelling mistakes; clear and fluent style; clearly expressed, well-constructed style; effective use of language; academic style is established; outside the established word count within the additional plus or minus 10%, with no detriment to the assignment.	Excellent communication skills; scholarly, excellent presentation; well-organised treatment of material; confident and / or scholarly use of academic language; succinct expression; within the word count.	Exceptional communication skills; outstanding presentation, arrangement, and organisation of material; a reflexive and scholarly academic style; language used is sharp, clear and expressive; within the word count.

Appendix 3. Mitigation of Extenuating Circumstances Form for consideration by the Exam Board

This form should be used when:

- requesting an extension to the deadline for submission of assignments

The completed form should be submitted with:

- a letter detailing a clear account of the circumstances impacting
- all necessary evidence.

The form should be completed within five working days of the submission date to which the extenuating circumstances application pertains, where the circumstances were not anticipated.

Please visit the University of Kent website for full details concerning Extenuating Circumstances.

University of Kent
Medway Campus

CONCESSIONS FORM FOR APPLICATION FOR AN EXTENSION TO COURSEWORK DEADLINE / FAILURE TO SUBMIT COURSEWORK BY THE DEADLINE / FAILURE TO ATTEND CLASSES

THIS FORM WILL NOT BE CONSIDERED BY THE BOARD OF EXAMINERS.

Deadline: This form must be submitted no later than the deadline for the coursework for which you are applying for an extension.

STUDENT NO:
UKC EMAIL ADDRESS:
FIRST NAMES**:**
SURNAME:

PROGRAMME OF STUDY**:**
STAGE:

DO YOU HAVE AN INDEPENDENT LEARNING PLAN (ILP)? YES / NO

MODULES(S) TO WHICH THIS STATEMENT APPLIES (for coursework extensions only):

Module Code	Module title	Seminar Leader(s)	Assess-ment deadline	Proposed length of extension	No. of Essays Required	No. of essays submitted by final deadline	Total no. of Classes held	Total no. of Classes Missed

STATEMENT OF REASONS FOR APPLYING FOR AN EXTENSION TO A COURSEWORK DEADLINE / FAILURE TO SUBMIT COURSEWORK BY THE DEADLINE / FAILURE TO ATTEND CLASSES (please delete as appropriate)

Please outline below the circumstances you wish to be considered. You should also attach any supporting evidence, such as a medical note from a doctor, where possible. Please attach extra sheets if necessary.

....
....
………
………
………

☐ Please tick if you have already applied for or received extension to coursework submission for the current academic year. For which module?

☐ Please tick if you have asked your doctor to write a medical note and have asked your Senior Tutor to forward a copy to england.gpeducatorpathway.kss@nhs.net

☐ Please tick if you have asked your tutor or another member of academic staff to write a supporting statement, and to forward it to england.gpeducatorpathway.kss@nhs.net You are advised that your application will be strengthened by such a supporting statement, particularly in cases not involving medical certification.

STUDENT SIGNATURE: .... **Date:**
....

ACADEMIC SIGNATURE: .... **Date:**
....

AGREED DEADLINE DATE: ....

This completed form must be returned to
england.gpeducatorpathway.kss@nhs.net

Appendix 4. Mapping of the Postgraduate Certificate Intended Learning Outcomes to the GMC Frameworks

Intended Learning Outcome for the module	GMC Good Medical Practice	GMC Promoting Excellence	AoME Professional Development Framework
Module WL907 Evidence Based Practice			
Critically analyse the role of evidence based practice in the wider organisational context and the constraints to professional practice.	Domain 1 Para:7,11,12,16 Domain 2 Para:22 Domain 4 Para: 56, 57	Theme 1 R1.1, R1,2 R1.3, R1.5, R1.6 Theme 2 R2.4	Area 1
Critically evaluate the literature using recognised appraisal tools to assess validity and relevance of data	Domain 1 Para:7, 8, 11,12, Domain 2 Para 22, Domain 4 Para 56,57,	Theme 1 R1.3, R1,5, R1.6	Area 1
Critically reflect on the process of effective integration of individual professional expertise and the use of evidence within professional practice.	Domain 1 Para 7,8,11,12, 15, 16, Domain 2 Para 22, 23, Domain 3 Para 34, 35 Domain 4 Para 56, 57	Theme 1 R1.12c R1.15 Theme 5 R5.9b	Area 1
Critically reflect on the process of discussing risk with individuals in healthcare settings.	Domain 1 Para 17 Domain 2 Para 25, 27 Domain 3 Para 31, 32,33, 34,48,49, 51,52 Domain 4 Para 54, 59,68	Theme 1 R1.4 Theme 5 R5.9a,b	Area 1 Area 2 Area 3
Module WL908 Collaborative and Multi-professional Practice			
Critically reflect on different leadership styles and approaches and their impact on collaborative working	Domain 2 Para 25 Domain 3	Theme 1 R1.1 R1.13 R1.14 R1.17	Area 2 Area 6

	Para 34,35,36,37, 40,44 Domain 4 59, 68		
Critically reflect on the competences and capabilities across professions needed to deliver quality patient care	Domain 1 Para 7,15 Domain 2 Para 22,23, 24,25 Domain 3 Para 35,36, 39,40, 41,42,43,44,45	Theme 1 R1.1, R1.2, R1.3 R1.4, R1.6 R1.7 R1.8 R1.10 Theme 2 R2.1, R2.7 R2.12 R2.14, R2.15 R2.16 Theme 5 R5.9e	Area 1 Area 2 Area 3
Demonstrate analytical understanding and application of the processes underpinning collaborative working within the professional environment	Domain 1 Para 16, Domain 2 Para 22,23, 24,25 Domain 3 Para 34, 44, 45 Domain 4 Para 59, 68	Theme 1 R1.7 R1.8 R1.10 R1.13 R1.14 Theme 2 R2.1 R2.3 R2.7 Theme 5 R5.9e	Area 1 Area 2 Area 3
Critically reflect on the impact of education and training in the context of team based learning	Domain 3 Para 39,40,41,42,43	Theme 1 R1.1 R1.2 R1.3 R1.4 R1.5 Theme 2 R2.1 R2.2 R2.3 R2.5 R2.7 R2.8 R2.10 R2.12 Theme 3 Theme 4 R4.2 R4.3 R4.4 R4.5 Theme 5 R5.9 R5.11	Area 2 Area 3
Module WL909 Supervision in the Workplace			
Critically reflect on how supervision can be accommodated within the context of one's individual practice environment	Domain 1 Para 18 Domain 2 Para 24,25 Domain 3	Theme 1 R1.1-R1.22 Theme 2 R2.11 R2.12 R2.14 R2.15 R2.16 R2.19 Theme 3	Area 1 Area 2 Area 3 Area 4 Area 5

	Para 31,40,42,43, 44,45 Domain 4 Para 68	R3.1-R3.16 Theme 4 R4.2.R4.3 Theme 5 R5.9	
Demonstrate an ability to critically assess the competence of learners so as to maintain patient safety	Domain 1 Para 7 Domain 2 Para 22 Domain 3 Para 31,40	Theme 1 R1.1 R1.2 R1.3 R1.4 R1.5 R1.7 R1.8 R1.9 R1.10 R1.11 R1.14 Theme 2 R2.1 R2.4 R2.5 R2.11 R2.16 Theme 3 R3.13 Theme 4 R4.1 R4.5 Theme 5 R5.10 R5.11	Area 1 Area 3 Area 4 Area 5
Critically evaluate how involvement in supervision supports the maintenance of quality of care	Domain 2 Para 22, 23,25 Domain 3 Para 35,	Theme 1 R1.1 R1.2 R1.3 R1.4 R1.5 R1.6 R1.9 Theme 2 R2.1 R2.4 R2.14 R2.15 R2.16	Area 1 Area 2 Area 4 Area 5 Area 6
Critically appraise models of reflective practice and how they can be used in the professional development of learners	Domain 1 Para 8,9,10,12,13,14 Domain 2 Para 22,23 Domain 3 Para 41,42,43	Theme 1 R1.3 R1.4 R1.5 Theme 2 R2.5 R2.7 R2.12 R2.16 R2.17 Theme 3 R3.1 – R3.16 Theme 4 R4.1 R4.4 R4.5 Theme 5 R5.10 R5.11	Area 3 Area 4 Area 5 Area 6 Area 7