

**DEFINITIVE COURSE RECORD**

Course Title	<b>Preparation for Mentorship [level 6]</b>
Awarding Bodies	<b>University of Suffolk</b>
Level of Award <sup>1</sup>	<b>FHEQ Level 6</b>
Professional, Statutory and Regulatory Bodies Recognition	<b>Nursing and Midwifery Council (NMC)</b>
Credit Structure <sup>2</sup>	<b>20 Credits</b>
Mode of Attendance	<b>Part-time</b>
Standard Length of Course <sup>3</sup>	<b>15 Weeks</b>
Intended Award	<b>Preparation for Mentorship [level 6]</b>
Named Exit Awards	<b>None</b>
Entry Requirements <sup>4</sup>	<p><b>Typical offer:</b>  <b>Must have access to learners within a practice environment (learners must be those on a programme leading to; or possessing a qualification recognised by the NMC or HPC)</b></p> <p><b>Applicants must have current registration with a relevant Professional Regulatory Body (NMC, HPC)</b></p> <p><b>Must have completed twelve months full time (or equivalent part-time) experience following initial registration with the appropriate professional body (NMC, HPC)</b></p>
Delivering Institution(s)	<b>University of Suffolk</b>
UCAS Code	<b>Not applicable</b>

This definitive record sets out the essential features and characteristics of the Preparation for Mentorship [level 6] course. The information provided is accurate for students entering level 6 in the 2018-19 academic year.<sup>5</sup>

**Course Summary**

The role of ‘Mentor’ is very complex with definitions and understanding of the role varying across healthcare disciplines. Certainly, within many professions, the mentor’s responsibilities relate to teaching, facilitating learning and assessing learner competence within the clinical setting.

Mentorship is seen as an essential component in the development of clinical competence of learners within the practice environment (HCPC, 2017; NMC, 2008). By working alongside clinical staff learners have an opportunity to learn from experts in a safe and supportive

<sup>1</sup> For an explanation of the levels of higher education study, see the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

<sup>2</sup> All academic credit awarded as a result of study at the University adheres to the [Higher education credit framework for England](#).

<sup>3</sup> Where the course is delivered both full-time and part-time, the standard length of course is provided for the full-time mode of attendance only. The length of the part-time course is variable and dependent upon the intensity of study. Further information about mode of study and maximum registration periods can be found in the [Framework and Regulations for Undergraduate Awards](#).

<sup>4</sup> Details of standard entry requirements can be found in the [Admissions Policy](#)

<sup>5</sup> The University reserves the right to make changes to course content, structure, teaching and assessment as outlined in the [Admissions Policy](#).

## **DEFINITIVE COURSE RECORD**

environment (Kilgallon and Thompson, 2012). Observational learning is a central component of healthcare education today. Through role modelling and interaction with professional groups students have an opportunity to learn the culture and behaviour of their chosen profession (RCN, 2017).

The Preparation for Mentorship module aims to enhance and develop qualified practitioners' knowledge and skills to enable them to competently support a wide range of learners from all health care professions whilst facilitating skills development in practice. The ethos of interprofessional learning is fundamental to this module. Practitioners from different health care professions not only have the opportunity to learn together but also are encouraged to share and explore mentorship issues from an interprofessional perspective.

The content of this module is therefore focused on providing Nurses, Midwives and Allied Health Professionals (AHPs), with the necessary underpinning knowledge and possible mentorship strategies to enable them to competently fulfil their mentor role within the practice setting. Recent HCPC Standards for Education and Training (2017) sets out the standards all AHP mentor, placement providers and educational institutions are expected to maintain whilst supporting students clinical development in practice. AHP Professional bodies such as the College of Operating Department Practitioners, The Chartered Society of Physiotherapy; Society and College of Radiographers; The College of Occupational Therapists also have specific standards for mentors, clinical supervisors and practice educators.

Students undertaking this 20 credit module will complete six days of theoretical study (classroom and/or virtual learning), which focus on the core domains of mentorship including learning theories, clinical/practice teaching methods, principles of assessment, managing diversity, supporting underachieving students, the art of feedback, involving patients in practice education and assessment, and evaluating the quality of the learning experience.

Student will be expected to engage with the module through classroom discussions, group activities and contributing to online discussions on the module online discussion board.

### **Course Aims**

- To enable practitioners to make an informed choice of appropriate teaching and learning strategies
- To enable practitioners to critically analyse and manage the assessment process in the clinical/practice setting
- To enable practitioners to make a knowledgeable contribution to the roles of supervisor, mentor and preceptor in the clinical/practice area.

### **Course Learning Outcomes**

The following statements define what students graduating from the Preparation for Mentorship [level 6] course will have been judged to have demonstrated in order to achieve the award. These statements, known as learning outcomes, have been formally approved as aligned with the generic qualification descriptor for level 6 awards as set out by the UK Quality Assurance Agency (QAA).<sup>6</sup>

On completion of the course the practitioner will be able to:

1. Critically discuss the role of the mentor in terms of knowledge, skills and attitudes that maximise facilitation of learning

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<sup>6</sup> As set out in the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

## DEFINITIVE COURSE RECORD

2. Analyse the context of the specific learning environment and proceed to implement strategies that enhance the learner experience
3. Evaluate the means by which individual learning needs of a learner can be appraised and subsequently provide adequate and appropriate supervision, support and guidance
4. Evaluate the theoretical and operational aspects of the assessment process to effectively implement approved assessment procedures
5. Analyse the optimum methods of communication, between those who can support, guide and facilitate learning in the clinical/practice setting

### Course Design

The design of this course has been guided by the following QAA Benchmarks, Professional Standards and Competency Frameworks:

- NMC (2015) The Code – Professional standards of practice and behaviour for nurses and midwives. London: NMC
- NMC (2008) Standards to support learning and assessment in practice. London: NMC
- HCPC (2017) Standards for education and training. London: HCPC
- College of Operating Department Practitioners (2009) Standards, recommendations and guidance for mentors and practice placements. London: CODP
- QAA (2014) UK Quality Code for Higher Education. Gloucester: QAA
- DH (2004) The NHS Knowledge and Skills Framework. London: HMSO

### Course Structure

The Preparation for Mentorship comprises of one module at level 6.

The Module Specification is included within the course handbook, available to students on-line at the beginning of each academic year.

	Module	Credits	Module Type <sup>7</sup>
Level 6			
	Preparation for Mentorship	20	M

### Awards

On successful completion of the course, students will be awarded a Preparation for Mentorship [level 6].

<sup>7</sup> Modules are designated as either mandatory (M), requisite (R) or optional (O). For definitions, see the [Framework and Regulations for Undergraduate Awards](#)

## DEFINITIVE COURSE RECORD

### Course Delivery

The course is delivered at the main University Campus in Ipswich, the Education Centre at West Suffolk Hospital and at the Great Yarmouth campus of East Coast College. Students studying on Preparation for Mentorship are likely to have approximately 24 contact hours for level 6. The contact hours will be a mix of lectures, discussions and group activities and students will also be required to participate in learning activities within their work settings. Students will normally be expected to undertake 10 hours of independent study in an average week, but should be prepared for this to vary based on assignment deadlines and class exercises.

### Course Assessment

A variety of assessments will be used on the course to enable students to experience and adapt to different assessment styles. The assessment methods used will be appropriate to assess each module's intended learning outcomes. Assessment on the course overall will be approximately 50% coursework (a written assignment) and 50% work-based assessments.

### Course Team

The academic staff delivering this course are drawn from a team that includes teaching specialists and current practitioners. All staff are qualified in their subjects with their own specialist knowledge to contribute and are registered with the appropriate professional body (NMC or HCPC).

### Course Costs

Students undertaking Preparation for Mentorship [level 6] will be charged tuition fees as detailed below. (Some employers may be able to cover the costs for this programme – students should apply for employer funding through their Education and Training Departments.)

	Tuition Fees
20 credit module	£909

Payment of tuition fees is due at the time of enrolment and is managed in accordance with the Tuition Fee Policy.

### Academic Framework and Regulations

This course is delivered according to the Framework and Regulations for Undergraduate Awards and other academic policies and procedures of the University and published on the [website](#).