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**MSc Health & Social Care Education**

Course Handbook

2018/19



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## 1. Welcome

Dear Students

I am delighted to welcome you to the Department of Nursing and Midwifery where you will study either a individual modules, or a PGCert/PGDip/MSc Health & Social Care Education.

Over the forthcoming months we hope that you will be able to spend time reflecting on your practice and developing a range of new skills as educators which will equip you for the challenges faced in providing education for the health and social care workforce.

The staff working on the programme are keen to ensure that you maximise the learning opportunities that you have access to at Sheffield Hallam University and whilst they acknowledge that you are all independent learners they will be available to provide support and guidance to you throughout your time with us.

I do hope you take time to familiarise yourself with the contents, not only of the handbook, but of the module guidance and assessment regulations to ensure that your progress and success is achieved whilst you study with us.

Please do feel that you can contact one of the course team or me should you wish to give feedback on your learning experience.

I look forward to meeting you during your time in the department and wish you every success during your programme of study.

Susan Wakefield (SFHEA) Ruth Allarton (PFHEA)

Interim Head of Department Nursing and Midwifery Head of Allied Health Professions

**Course Leader**

Welcome and thank you for choosing to study on modules within the wider Health & Social Care Education course. This is a new course that aims to meet the education needs of the integrated workplace.

My role is to facilitate a good course experience and to participate in facilitating your learning. I have had contact with many of you through the application process or through your involvement in the course, and I look forward to working with you.

As a staff group, we fully appreciate that this may be your first study at level 7 and first in-depth study of education. This is in contrast to your expert clinical and practice knowledge and experience and we fully appreciate the vulnerabilities that this may bring. We will support and coach you to optimise your learning and development.

I hope you have a great learning experience and that you thoroughly enjoy the course. The course is accredited by the Nursing and Midwifery Council and the Higher Education Academy professional standards (UKPSF).

Chris Payne (FHEA)

Course leader MSc Health & Social Care Education

**Sheffield Hallam Students’ Union Education Officer**

I was elected to represent you and your views as your Education Officer. I hope you’ll enjoy being part of your course and I’ll be working closely with your course representatives, so if you ever need any help or advice on anything associated with your course and your education then get in touch at

[uuseducation@shu.ac.uk](mailto:uuseducation@shu.ac.uk).

If you want to share any of your experiences on your course or are facing any problems then come and talk to me as the Students’ Union is here to support you. I’m based in the HUBS but you can also contact me via email, on Facebook or via Twitter @hallameducation. I look forward to meeting you soon!

Kieran Pearson

Education Officer and Deputy President, Sheffield Hallam Students’ Union

2. Course Information

**2.1. Purpose:**

This course handbook should be used in conjunction with your Blackboard course organisation and module sites. It will signpost you to key SHU issues as a student, what we expect of you as a learner and what you should expect of those providing this course. Module Handbooks will give you further specific detail.

**2.2 Our student Charter**

Our student charter was developed jointly by the University and Sheffield Hallam Students' Union. It is an example of the working partnership which exists between our staff, students and student representatives. The charter embodies our commitment to delivering a high-quality student experience and sets out the expectations and responsibilities we have for our community of students and staff.

A copy of the current University Student Charter can be found at <http://www.shu.ac.uk/university/overview/governance/studentcharter/index.html>

**2.3. Attendance Statement**

For campus based delivery, it is essential that all students take responsibility for their learning by engaging fully with their course and attendance as this optimises your learning and development. For those of you accessing via the distance learning route, we expect engagement with the course and the learning materials. Little and often is generally more successful. The University's expectations are below.

* attend punctually all scheduled and timetabled learning and teaching activities and sessions, unless unable to do so for reasons of illness or other extenuating circumstances;
* engage with and participate in all learning activities;
* submit all assessments by scheduled hand in dates and times;
* attend all scheduled assessments (for example, in class tests, presentations, exams);
* reflect on and act on feedback on assessed work;
* undertake independent learning in support of teaching delivery as directed by academic staff.
* Your funding body may require acknowledgement of your attendance. This information will be provided if and when required.

*Please note that there may be generic correspondence sent to you through the course regards attendance albeit addressed personally. We do observe both attendance and interaction with learning material as a means to identify difficulties of study and to enable support.*

**2.4. University Regulations**:

As a student at Sheffield Hallam University you agree to abide by the University regulations upon enrolment to the University. Please note regulations can change during the year and the latest version can be found on SHUspace under Rules and Regulations, you should therefore read this handbook in conjunction with these Academic Regulations and Student Policies. These can be found at the foot of the page online at <https://shuspace.shu.ac.uk/webapps/portal/frameset.jsp> under Rules and Regulations

**2.5. Disclaimer**:

While every effort has been made to ensure the accuracy of information contained in this handbook at the time of production, information can change in year. If this is the case these changes will be communicated to you in a timely manner and links are provided where appropriate to sources of current online information.

*MSc Health and Social Care Education*

**Fellowship of Advance HE (previously known as the Higher Education Academy)**

[**Advance HE**](https://www.advance-he.ac.uk/)

Advance HE came into being in March 2018, following the merger of the Equality Challenge Unit, the **Higher Education Academy** and the Leadership Foundation for Higher Education.

Advance HE supports universities in putting institutional strategy into practice for the benefit of students, staff and society.

*'We bring together HE-focused expertise in governance, leadership and management, teaching and learning, and equality, diversity and inclusion, to help you to deliver world-leading teaching, research and scholarship, your civic mission and student outcomes at your institution.*

*We do this through the provision of specialist knowledge and resources, externally recognised benchmarking and recognition schemes, and a member-focused, collaborative approach.*

*We are driven by the strategic needs of higher education. Through our passion for excellence we aim to create an inclusive culture that champions the continuous development of teaching, leadership and research. We use an evidence-based approach to identify what works, and develop practice-based solutions'.*

Higher Education Academy Fellowship demonstrates a personal and institutional commitment to professionalism in learning and teaching in higher education. Across four categories, from Associate to Principal, Fellowship provides individuals with recognition of their practice, impact and leadership of teaching and learning. Advance HE Fellowships are embedded in the UK and have been adopted by increasing numbers of Higher Education institutions globally, from the Americas to Australasia.

Fellowship brings you a range of benefits:

* Consolidates personal development and evidence of professional practice in your higher education career;
* Provides a valuable measure of success and is increasingly recognised by international institutions;
* Demonstrates commitment to teaching, learning and the student experience, through engagement in a practical process that encourages research, reflection and development;
* Fellowship is increasingly sought by employers across the education sector as a condition of appointment and promotion;
* For individuals, to identify their expertise with the entitlement to use post-nominal letters (AFHEA, FHEA, SFHEA, PFHEA);
* Provides institutional assurance that Fellowships are an important indicator that your institution is fully aligned with UKPSF practice and a badge of assured quality throughout your institution.

Sheffield Hallam University - TALENT Scheme

Sheffield Hallam University, via their university [TALENT](https://blogs.shu.ac.uk/talent/?doing_wp_cron=1539264836.1653571128845214843750) scheme, supports and accredits the Health

& Social Care Education Practice Pathway. This scheme is currently going through a revalidation process.

All Post-Graduate Certificate course modules have learning outcomes that follow the principles of scholarly activity, application to practice and subject knowledge. The course is based on the UK Professional Standards Framework (UKPSF 2011). The UKPSF will help to shape your educator development whilst also meeting professional accrediting body requirements, where applicable, through consideration of teaching and learning, professional values and continuing professional development.

Successful engagement and completion of the Learning and Teaching for Practice module enables you to evidence and claim towards Associate Fellow (AFHEA). Successful engagement and completion of Advancing Learning and Teaching Practice, together with elective modules to complete the Post-Graduate Certificate stage, will allow for an evidenced claim towards Fellowship of the Higher Education Academy (FHEA).

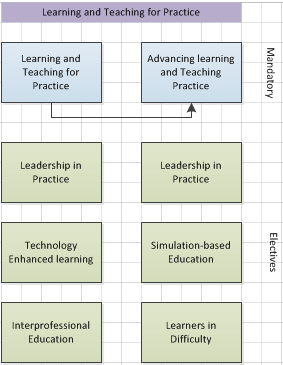
**2.6 Course structure**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Semester** | **Module/ Approximate delivery** | **Delivery Options** | **Module lead** | **HEA Fellowship** |
| **Semester 1**  All 15 credit modules | **Learning and Teaching in Practice**  **Mandatory**  D1 - Associate Fellow | [Taught](https://www.shu.ac.uk/study-here/options/health-and-social-care/short-courses-and-modules/learning-and-teaching-for-practice-distance-learning)  [Distance](https://www.shu.ac.uk/study-here/options/health-and-social-care/short-courses-and-modules/learning-and-teaching-for-practice-distance-learning) learning \* | [Carol Garcia](https://www.shu.ac.uk/about-us/our-people/staff-profiles/carol-garcia) | Fellow |
| **Advancing Learning & Teaching Practice**  **Mandatory** | [Taught](https://www.shu.ac.uk/study-here/options/health-and-social-care/short-courses-and-modules/advancing-learning-and-teaching-practice-distance-learning)  [Distance learning](https://www.shu.ac.uk/study-here/options/health-and-social-care/short-courses-and-modules/advancing-learning-and-teaching-practice-distance-learning) \* | [Sara Morris-Docker](https://www.shu.ac.uk/about-us/our-people/staff-profiles/sara-morris-docker) | Senior Fellow |
| Interprofessional Education | [Taught](https://www.shu.ac.uk/study-here/options/health-and-social-care/short-courses-and-modules/interprofessional-education-distance-learning)  [Distance learning](https://www.shu.ac.uk/study-here/options/health-and-social-care/short-courses-and-modules/interprofessional-education-distance-learning) \* | [Claire Walsh](mailto:c.walsh@shu.ac.uk) | Senior Fellow |
| Technology Enhanced Learning | [Taught](https://www.shu.ac.uk/study-here/options/health-and-social-care/short-courses-and-modules/technology-enhanced-learning)  [Distance learning](https://www.shu.ac.uk/study-here/options/health-and-social-care/short-courses-and-modules/technology-enhanced-learning-distance-learning)\* | [Patrick Marshall](https://www.shu.ac.uk/about-us/our-people/staff-profiles/patrick-marshall) | Fellow |
| Leadership in Practice | Taught | [Patrick Marshall](https://www.shu.ac.uk/about-us/our-people/staff-profiles/patrick-marshall) | Fellow |
| **Semester 2**  All 15 credits modules | **Learning and Teaching in Practice**  **Mandatory**  D1 - Associate Fellow | [Taught](https://www.shu.ac.uk/study-here/options/health-and-social-care/short-courses-and-modules/learning-and-teaching-for-practice-distance-learning)  [Distance](https://www.shu.ac.uk/study-here/options/health-and-social-care/short-courses-and-modules/learning-and-teaching-for-practice-distance-learning) learning \* | [Carol Garcia](https://www.shu.ac.uk/about-us/our-people/staff-profiles/carol-garcia) | Fellow |
| Simulation based learning | [Taught](https://www.shu.ac.uk/study-here/options/health-and-social-care/short-courses-and-modules/simulation-based-education)  [Distance learning](https://www.shu.ac.uk/study-here/options/health-and-social-care/short-courses-and-modules/simulation-based-education-distance-learning)\* | [Nick White](mailto:n.white@shu.ac.uk) | Fellow |
| Learners in Difficulty | [Distance learning](https://www.shu.ac.uk/study-here/options/health-and-social-care/short-courses-and-modules/learners-in-difficulty)\* | [Jo Lidster](mailto:j.lidster@shu.ac.uk) | Fellow |
| Leadership in Practice | Distance learning | [Patrick Marshall](https://www.shu.ac.uk/about-us/our-people/staff-profiles/patrick-marshall) | Fellow |

|  |  |  |
| --- | --- | --- |
| **Post-graduate Certificate** | **60 credits** | Typically one year per stage for part-time/ distance-learning. |
| **Diploma** | **60 credits** |
| **Dissertation** | **60 credits** |

**Postgraduate certificate**

* *Learning and Teaching for Practice – Mandatory (15 credits)*
* *Advancing Learning and Teaching Practice – Mandatory (15 credits)*
* *2 x 15 credit elective modules Elective modules*

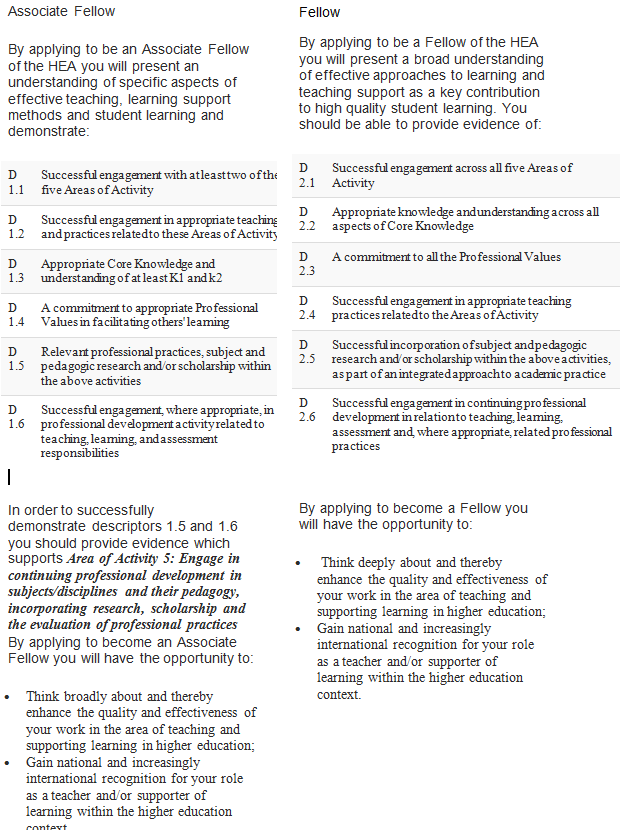
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**Fig 1. Fig. 2**

The two core 15 credit core modules are mandatory (Fig 1). These modules introduce the key concepts, principles and theories of learning, teaching and work based education to facilitate health and social care education delivery in higher education and workplace settings. On completion of the mandatory modules, you will choose 2 modules from the elective (green) 15 credit modules to complete the Certificate stage (60 credits).

|  |  |
| --- | --- |
| HEA / UKPSF | The post graduate certificate modules sit within the Advance HE accredited TALENT framework at Sheffield Hallam University. On application you will have identified your education role and on induction, you will be introduced to the UK Professional Standards Framework for teaching and supporting learning (UKPSF 2011) and its relevance to the modules within this course. Further information can be found in the **Blackboard Organisational site, Health and Social Care Professional Recognition.**   * **Associate Fellow** - Successful engagement with teaching and learning, and completion of the assessments in the Learning and Teaching for Practice module, will allow a claim for Associate Fellowship, Descriptor 1 (see UKPSF, 2011 appendix 1). (See pg.10 Associate Fellow/ Fellow requirements). * **Fellow** - Successful engagement with teaching and learning and completion of the assessments through the PG Certificate stage, a claim can be made for Fellowship, Descriptor 2 (see appendix 1) of the UKPSF.   The module learning content, assessment strategy and supporting documentation, clearly signpost how the Associate Fellow or Fellow awards can be met evidenced and the role of effective engagement with the learning and teaching. For further details of the accredited TALENT framework see Section 7 of this handbook.  In order to attain Associate Fellow or the Fellow award, **you are required to complete the UKPSF Evidence log**. Further information is provided within the Learning and Teaching for Practice module Blackboard site and the Health and Social Care Professional Recognition Blackboard site. |

**Associate Fellow/ Fellow requirements**



**Postgraduate diploma** modules provide you with a variety of module from which to choose from. On completion of the Post-graduate Certificate, you will receive a *course option form* to identify which modules you wish to choose, take a break in study or to withdraw from the course. *Research Methods for Practice is mandatory* to this stage. A further 45 credits is required to choose from a range of modules. Please note that these may be subject to change. You can access the modules via our CPD pages which are found [here](http://www.shu.ac.uk/faculties/hwb/cpd/). Further information regards the modules can be found in the PG Certificate: Advancing Learning and Teaching for Practice blackboard site.

**Dissertation** - can only be commenced on completion of the PG Diploma stage. There are a number of entry points through the year. This stage has no taught attendance with support via Blackboard and an allocated supervisor.

**Learning design:**

* For every credit, there is one hour of teaching either face-to-face or through a range of online learning materials. For example 15 credits = 150 hours of study
* This is complemented with a mix of tutor supported and self-directed learning. Modules are constructed in such a way that formative tasks support development in the course and also help prepare for graded summative assessments.

**2.7 Course Learning Outcome**

|  |  |
| --- | --- |
| **Course Level Learning Outcomes for Main/Target Award\*** | |
| **Knowledge and understanding** | **Upon completion of the course a typical student should be able to:**   * Critically reflect on the theoretical perspectives and concepts that underpin professional educational practice within your own and others health and social care education setting. * Critically evaluate a comprehensive range of education and enquiry-based approaches and determine their value in the education and support of others. * Enhance and improve educational practice, evaluating the complexities of workplace education and apply the above to inform or create new insights to your role of educator. * Evidence a professional attitude of enquiry, conceptual understanding and critical analysis of professional and evidence based issues in relation to the construction of educational programmes of study. * Critically evaluate feedback strategies that enable learners to identify their strengths and weaknesses in relation to academic and work based learning addressing concerns of a professional nature with integrity underpinned by the values of your profession. |
| **Intellectual Skills** | **Upon completion of the course a typical student should be able to:**   * Apply educational concepts, key educational theories and contemporary issues appropriately and critically to challenges within your own work based education setting. * Create, plan, deliver and critically evaluate learning, teaching and assessment strategies, including programmes of study devised from appropriate theoretical models in the support of learners in your workplace and justify adaptations that address complex or novel situations. * Apply effective communication, facilitation, feedback and debriefing skills to promote an enquiry based approach to learning in others, including your peers, assisting them in the identification of future learning needs contributing to their continuing professional development and employability. * Engage with complex issues that relate to educational leadership within your workplace, identify organisational and human factors that inhibit or promote change to enhance learning opportunities within the workplace addressing the ‘healthcare worker in difficulty'. * Critically and independently use a variety of information sources to access new knowledge and concepts that enhance your own learner autonomy, key skills and employability. * Critically reflect on and synthesise these concepts to further inform your personal and professional practice and demonstrate independent thinking evidencing your employability. |
| **Subject-specific and/or Professional/Practical Skills** | **Upon completion of the programme a typical student should be able to:**   * Use a wide range of teaching resources and quality enhancing material to deliver enhanced teaching with a clear rationale and justification for actions and approaches used. * Critically and independently use a variety of information sources to access new knowledge and concepts that enhance learner autonomy, key skills and employability. * Critically reflect on and synthesise these concepts to further inform personal and professional practice and demonstrate independent thinking evidencing employability. |
| **Transferable/Key Skills** | **Upon completion of the programme a typical student should be able to:**   * Work effectively independently, and in groups to achieve educational learning objectives/ outcome. * Manage a research project with due attention to time and resource management * Use information technology (including relevant software packages) effectively in the research process * Present, discuss and defend ideas, concepts and research findings through both written and oral means * Demonstrate a commitment to the importance of evidence in improving outcomes in the field of health and social wellbeing. * Demonstrate effective educational leadership and entrepreneurial skills in their developing career * Teach and support learning in a variety of contexts and learning environment. |

**2.9 Course Organisation**

2.9.1 Key course contacts that include course leader and module leaders, student support officers and business support staff and links to professional bodies can be found on the **blackboard organisation site**, and the staff details and supporting resources.

2.9.2 The **timetable** has been designed in such a way to maximise the options for those wishing to study full-time. For the majority of modules attached to this course learning typically occurs on a Friday during term times. You can check your timetable from your My SHU login page. You can also download the SHU Blackboard App for easy access.

2.9.3 The majority of students studying this course already are in employment and utilise their workplace as a place for learning as part of this course. Where appropriate, students are offered opportunities within the University setting and teaching experience to support assessment. This is especially pertinent to full-time students.

2.9.4 This course is supported by **Blackboard** (a virtual learning environment) organisational site and a number of module Blackboard sites. On the site you will find links to a vast range of web resources locally produced e-learning objects guidance to reading list online links to social media sites where we facilitate web chats and a course community is fostered.

2.9.5 There are specific requirements for students who are eligible to apply for **NMC registered teacher** status. Further information about this can be found using tabs on the course organisation site, and using the independent Blackboard site **‘Health and Social Care Professional Recognition’ site (see section 6).** Please identify when requested at the start of the course that you wish to be considered for either NMC Teacher. You will find a link to submit your intention on the Learning and Teaching for Practice site.

In line with the NMC arrangements (NMC 2008) students can also evidence their meeting of the standard of Fellow of Advance HE (D2) as part of the UKPSF (2011), which through appropriate engagement and appropriate practice role can be achieved in the two mandatory modules and a further 30 credits from the elective modules .

2.9.6 Every student is allocated an **academic advisor** through the Post-Graduate certificate stage. In the Diploma stage of the course, your academic advisor will likely be the module leader. In the final dissertation stage, you will be allocated a dissertation supervisor who will provide this support. An academic advisor is a key contact who is there to support you during your learning journey at the University. They can provide you with guidance to accessing the range of facilities and support we offer at the University, direct with study, financial or personal needs, signposting you to services. Your academic advisor will be a Fellow or Senior Fellow of Advance HE. Your academic advisor can support and advise you in terms of any future CPD requirements and should facilitate a positive learning experience. They will help you to reflect on how you are meeting the requirements for fellowship. As part of the course team, you will be directed towards information around study skills accessing the literature and using databases of citations and reference management. Student services offer a range of student support and careers advice and you can access this via the ‘My SHUspace portal.

# 3. How to get the most out of your course

* During the course we utilise a range of learning approaches to support development and share best practice. It is expected that you will participate which will also help to establish communities of practice. The Post-Graduate stage of the course has been mapped to standards for education and training from a number of professional disciplines (Nursing and midwifery, Dentistry, Academy of Medical Educators, Society and College of Radiographers (SCoR) and also to the UKPSF (2011). Full engagement with the learning activities, formative and summative assessments, will allow you to demonstrate achievement of appropriate academic award and/ or professional recognition.
* In the Diploma year, students usually work in small groups with group activities and engaging discursive learning to explore module learning aims and outcomes:
* It is anticipated that you will engage in learning activities and share your expertise in your subject field, be open to thinking about learning teaching a new ways, and critically reflect on your practice.
* Overall the course is designed to offer a range of small assessments (not graded - formative work) where for example, you’re introduced to learning and writing at level 7 in the Certificate stage which will focus on your experience as an educator. Assessed graded work (summative) follows this. In the Diploma modules, you may be assessed by a VIVA and presentation or the creation of multimedia materials, or the design and implementation of simulations for learning for example. These assessments reflect current trends in education and may also match the assessments approaches that your learners may engage with.
* Many of the assessment tasks require that you are critically reflect on your practice, your learning environment and role as educator. The course assessment in the PG Certificate helps you to identify an area of practice you wish to consider or change as an educator and as such, can help contribute to your own personal and professional development.
* Many of the modules are mindful that the role of the educator is essential for assuring patient safety and high quality service in health and social care. As such, many of the assessment outputs help you demonstrate how you can make an impact on the service with regard to high quality education. And this can help you demonstrate your employability and career enhancement as a result of studying at Sheffield Hallam University.

**3.1 The Student Representative System**

As a student, you can have a voice within your course and University through the Student Representative system. Each course has several Course Representatives (Reps) who provide valuable feedback to the course team about the course from the students' point of view. Course Reps are jointly trained and supported by your Faculty and Sheffield Hallam Students Union and work together with the course team, Union and University to improve courses and your student experience.

Your course leader will arrange for Course Reps to be appointed during the first few weeks of your course. Any student can put themselves forward to be a Course Rep. and Course Reps are also eligible to apply for the Hallam Award, to recognise their developed skills, supporting their employability. To find out how to nominate yourself as a Course Rep. speak to your course leader or contact [studentreps@shu.ac.uk](mailto:studentreps@shu.ac.uk).

Once Course Reps have been appointed, it is their role to gather feedback and represent you and the rest of the student body. They will contact you to ask for feedback so make sure that you respond to give your views about your course. You can also contact your Course Reps at any time to ask for feedback or raise issues about your course. If you don't know who your reps are, ask your course leader or contact [studentreps@shu.ac.uk](mailto:studentreps@shu.ac.uk).

Current or former Course Reps can also put themselves forward to become Faculty Executive Reps. This is an opportunity to represent the student view higher up in the University to enhance the wider SHU experience. Faculty Executive Reps can participate in University and Students’ Union committees and get involved in projects to improve the student experience

For more information on Student Reps, visit [hallamunion.org/studentreps](http://hallamunion.org/studentreps/).

**3.2 Engagement**

If you stop engaging with the course, we will contact you in view of support. If there are difficulties then please do contact the Student support officer, module lead or course lead. Alternatively, if you did wish to withdraw then do contact the course lead. If there is continued non-engagement (examples below) you may be removed from the course.

* repeated non-attendance at teaching sessions;
* not taking part in (formal or informal) assessments;
* failing to adequately contribute towards group assessments;
* failing to respond to email or written correspondence;
* failure to engage with contact points specific to a Tier 4 visa.

**3.3 Additional Support:**

A range of other additional support is available to you in this can be accessed by the University webpages

**3.4 Student Support Officer**

We are here to provide additional support, advice and guidance for you whilst you are studying here at Hallam and work alongside your course team. We support with a range of means including potential extensions, break-in-study or withdrawals from the course for example. In certain circumstance, this may feel difficult to seek this support but this is our means of supporting you if possible so the course isn't an additional worry. The sooner we know about an issue, the sooner we can support you. Please see 'staff details' and 'Module Documents' for contact information and further details.

4. Feedback

There are a variety of ways in which you can feedback to the course team and we value your thoughts and comments:

* **Feedback during a teaching session** provides information on your experience, performance of the modules and it also provides feed forward to future learning.
* **Midway through the module** (*mid-module evaluation*). We will seek your views so that there is a definite chance to feedback on progress.
* **End of module review** (Module evaluation) - This will either be via paper format or online for distance learners. Here we seek feedback on the whole module to allow for module development. This information feeds in to the Course Review (see below).
* **Online course discussion areas**, dedicated to feedback around the course experience from enrolment and induction to the teaching learning experience and other course organisational issues. Please see the organisational site to feedback.
* **Post Graduate Taught Experience Survey (PTES)** The PTES is a national survey which asks a standard set of questions and seeks your feedback. This allows us to further gage your thoughts towards the course and satisfaction levels. We can also benchmark against other SHU MSc courses and equivalent national courses.
* **Course review** - This review pulls on all the module evaluations and PTES qualitative and quantative data. A course report is compiled and a course improvement plan (CIP) is developed to identify any actions required to improve the course. Each course CIP is reviewed by senior management and the Pro-Vice Chancellor.

Your feedback allows us to review the course content, student achievement and the courses' suitability to meet the needs of its students and the changing healthcare environment. We really value your feedback.

## 5. Academic Integrity, Assessment, Standards and Fairness

* This course was designed in partnership with students, employers and professional bodies. It has been benchmarked against QAA and PSRB requirements including NMC (Nursing and Midwifery Council), HEA (AdvanceHE), Allied Health Professional Colleges, COPDEND (AoME (Academy of Medical Educators) professional standards and Social Work Practice Educator. Each year there is a *stakeholder meeting* that reviews course suitability and currency. This is attended by employee’s stakeholders and current students. Minutes of this meeting are posted on the course organisation site together with External examiner comments for students review. You are openly invited to attend this event
* The staff on the course have achieved either Fellowship or Senior Fellowship with the HEA and are credible practitioners to assess your achievement within the UKPSF. They all hold a teaching qualification. They have held senior clinical and academic course within their professional fields have lead educational programmes research streams in related areas and are undertaking or have doctoral level qualifications.

**5.1 Responsibilities of the University**

The University will ensure that you have access to the Standard Assessment Regulations and any supporting assessment policies and procedures. These can be viewed on SHUspace under Rules and Regulations.

The assessment requirements for each module are published to you. This will include:

* regulations specific to your course (if applicable)
* learning outcomes, assessment criteria, weightings and mode(s) of assessment for each module
* procedures for the submission of assignments, including the procedure for dealing with late submission of work, and indicative feedback dates
* criteria relating to grading and marking schemes

**5.2 Responsibilities of students**

It is your responsibility to:

* ensure that you understand and comply with the assessment regulations for your course, and any additional policies and procedures where they apply to you
* attend examinations and submit work for assessment as required
* ensure that you are aware of and comply with requirements for academic conduct as outlined in the Academic Conduct Regulation and Examination Conduct Policy
* submit any relevant information on extenuating circumstances which you believe may have affected your performance in accordance with the University’s Extenuating Circumstances Policy.

**5.3 Student entitlement**

Registration on a module enables you to access:

* one delivery of the module
* access to learning and teaching resources
* an initial opportunity to attempt the assessment tasks
* in-module retrieval (IMR) of assessment tasks (where available). Please note, Research for practice doesn't have an IMR (see below).
* one referral opportunity (if required)

**5.4. How do we ensure all assessments are appropriate and fair for all students?**

All courses at Sheffield Hallam University are subject to the University's quality assurance processes which begin when courses are designed and approved. An important element in this is the input of external partners and professional bodies with subject expertise that inform course design. Subject experts from other Universities also act external examiners on our courses to ensure your course standards are comparable with other Universities.

Each year, all assessment tasks are reviewed by staff before they are released to students. This ensures they are appropriate and suitable for testing the learning outcomes agreed during course approval. The assessment(s) will be set by the module leader and/or module team subject to approval by both an internal moderator and, if the marks from the assessment contribute to your award classification, an external examiner. This will normally take place before they are given to you at the start of teaching.

Any work you submit for marking will go through a similar process to check and confirm that the standard of our marking and feedback is fair for all students and reflects the quality of the submitted work. Samples of student work for all assessments will again be checked by an internal moderator and, as above, if appropriate, by an external examiner. Project and dissertation modules and those involving a high level of independent research will normally all be marked by two markers and an agreed mark arrived at prior to a sample being seen by an external examiner.

The purpose of these quality assurance processes is to ensure that no student is disadvantaged by our assessment practices, to ensure that our assessments allow all students to meet the learning outcomes of their modules to the best of their abilities, and to ensure that standards of marking and feedback are entirely appropriate and fair to all.

**5.5 Assessment information** (for additional information, please use this [link](http://academic.shu.ac.uk/assessment4students/).)

The minimum pass rate is 50%

|  |  |
| --- | --- |
| **Pass** | You have achieved 50% or higher |
| **Refer** | You have achieved 49% or lower. |
| **In-module retrieval (IMR)** | In the instance you refer, most modules have an IMR attempt where you will have 10 working days from release of results to 'make good' your work before the ratification board. The mark will be capped at 50%. If you fail the IMR, you will have a further refer attempt. This is likely to be a new piece of work. |
| **Ratification of marks** | All work and marks go through a quality process (see appendix). This culminates in a ratification board (DAB) where marks or awards will be ratified. |

**Submission of Summative work**

For presentation of your work (see module handbook)

[Referencing](http://libguides.shu.ac.uk/referencing/newtoref) - You are expected to use the APA referencing style only. A number of Apps and documents can be used to support your referencing. You can find further detail in the [Learning Services](https://libguides.shu.ac.uk/referencing).

Coursework will be submitted online through Blackboard, by 3.30pm of the submission date. Please see the 'Assessment Channel' in SHUspace for submission dates. If you have any concerns about completing your coursework on time, please speak to your Student Support Officer/ module leader. Details can be found in the module 'Staff details@ tab.

Summative assessments (Graded) should be uploaded to Gradecentre. Please use Turnitin (see below) as an informal means of reviewing your work before you submit to Gradecentre. This allows you to check for paraphrasing for example.

Coursework submitted within one working day after the deadline date and time will be accepted but receive a mark capped at the minimum pass mark. Coursework submitted over 24 hours late without an authorised extension, will be considered a non-submission\*. Please note, the submission date and time can be found in your assessment schedule. Please be mindful of the size of the documents being uploaded and the time and connectivity required to do so.

All feedback will be given within 15 working days from the date of assessment as per University regulations. IMR submissions will receive feedback typically 10 working days from the stipulated submission date.

Feedback and provisional marks/grades on each coursework assessment task will be made available to students through Blackboard. See 'My student Record'. See 'My Grades' after the ratification board.

Please note that formal submission of your UKPSF evidence log for module review is aligned to the submission of summative module assessments. Revised evidence can be submitted with the IMR attempt and the refer attempt if required.

[Turnitin](https://academic.shu.ac.uk/assessment4students/submitting-work-sitting-exams/originality-checking/)

Turnitin is a text-matching tool available via Blackboard that provides feedback about the originality of student work through the production of ‘originality reports’.  It shows the percentage of a submission that matches other sources on the internet including a range of electronic journals and existing student papers from subscribing UK institutions.  Originality checking has been shown to enable students to develop their academic writing and referencing skills and reduce the number of incidents of plagiarism.

Turnitin makes no judgement about whether a student has plagiarised.  It does, however, enable you to review your work prior to submission and for tutors to objectively assess the proportion of a work that is original and identify possible plagiarism and collusion.

There are different forms of plagiarism and poor paraphrasing is often a cause of academic misconduct.

Please note. Paraphrasing requires you to understand the literature and present (paraphrase) in your own words. If words are very similar to that of the original text, this is akin to a direct quote whilst presenting it as paraphrased work.

If you have previously presented work and gained credit, you are unable to present this work again in subsequent summative work. You cannot be given credit twice for the same work.

**5.6 Summative assessment**

**Pass rate – 50%**

From the 2016/17 academic year, the mark scheme for level 7 modules was revised to bring the University in line with other universities across the sector:

**Any level 7 assessment task marks you have achieved prior to 16/17 will be revised in line with the new mark scheme of a 50% pass rate (previous 40% pass rate).**

As a result, the numerical marks published on your final transcript may be different to marks you have already received. For example, if you previously received a mark of 56% for an assessment task, this will show as a mark of 60% on your transcript.

If you have any questions about the new mark scheme please contact your course or module leader, Faculty Student Services team or Students' Union Advice Centre. Please note that assessment expectations haven't changed rather than the marking system.

**In-module retrieval of an assessment task**

Where in-module retrieval (IMR) is available (**all modules in the Certificate and Diploma stage with the exception of Research for Practice**), if you have made an initial valid attempt but achieved below the minimum pass mark, you may choose to rework the assessment task once only. If you take the in-module retrieval, the outcome depends on whether the task is assessed using percentage marks or pass/fail grades:

If the assessment task is marked by percentage and you pass the reworked assessment task, the mark for this assessment task will be capped at the minimum pass mark.

If the assessment task is marked by pass/fail grades and you pass the reworked assessment task, you will receive a pass grade for this assessment task.

If you rework the assessment task and your mark is lower than your original mark, then the original mark stands. Having taken or declined your in-module retrieval opportunities, if you do not pass the module you will be referred.

**Referral in a module**

If you do not achieve the minimum pass criteria for the module overall, you are entitled to a referral at the end of the module. This may also require the passing of specified assessment task(s) at a minimum pass mark.

Referral assessment will be on a ‘task for task’ basis and will usually be of the same form as the initial task, but would normally be a different piece of work from the original. An alternative form of assessment task may be set if it is not appropriate for you to be assessed by exactly the same method as at the first attempt, for example if this was group work or took place on a field trip.

**Passing a module following referral**

Modules which are marked using percentage marks. You will pass a module marked by percentage if you:

* achieve an overall module mark of the minimum pass mark or above and
* make a valid attempt at all module assessment tasks either at first sit or referral and,
* if applicable, achieve the specified pass mark in all of the module assessment tasks where this is a requirement.

The maximum overall mark you can be awarded in a referred assessment task that you pass is the minimum pass mark. This means that following referral the overall module mark may exceed the pass mark.

If your mark for an assessment task is lower following referral than your initial attempt, then your initial (higher) mark will be used to calculate the overall module mark.

If you do not take a referred task, then a mark of zero will be recorded, but your initial mark will be used to calculate the overall module mark.

**Modules which are marked using pass/fail grade only**

The minimum pass criteria to pass a module which uses pass/fail grades only or a combination of percentage marks and pass/fail grades are that you:

* achieve an overall pass grade and
* make a valid attempt at all module assessment tasks either at first sit or referral and,
* if applicable, achieve other pass criteria as defined in the module information.

**Definition of deferral**

A deferral in an assessment task means that due to extenuating circumstances accepted by the University you will take the assessment task that was affected again because you have:-

* not achieved the minimum pass mark in the module overall, or
* not made a valid attempt in the task affected.

The mark is not capped unless the task is already referred.

**Failure of a module (mandatory and elective)**

PURPOSE: this regulation explains the circumstances in which you can fail a module.

There are three circumstances in which you can fail a module:

* following first attempt and referral, you have not made any valid attempt in one or more assessment tasks
* following referral, you do not achieve the minimum overall pass criteria in a module, which may include the requirement to pass an individual assessment task
* where failure in a module is the sanction set through the Academic Conduct Regulation

If you fail a module:

* You can retake the same module on one occasion only (see regulation 8) -this applies to core and elective modules.
* You can retake a substitute for the module on one occasion only (see regulation 9) -this applies to elective modules only.

**Additional support including extensions**

Please note, if you do need an extension, first discuss this with the Student Support Officer (SSO) to ensure you meet the criteria. For example, shift work wouldn't be accepted. The request must be submitted at least 24 hours before the assessment submission deadline date together with a copy of any uncompleted work and documentary evidence to support the request. The sooner we know of difficulties, the sooner we can support and support your claim. You can find the contact details for your SSO in the Staff details of the course and module sites.

If you have a general problem prioritising, or working under pressure, [Study Support](https://students.shu.ac.uk/shuspacecontent/my-learning/study-support) can help you develop practical ways to manage your time and workload.

**Extenuating Circumstances**

The University has a policy on extenuating circumstances that is intended to support you if you experience unexpected and unanticipated difficulties during your time as a student. Such circumstances may adversely impact on your studies and ability to complete assessments on time or complete them to your usual standard. If you find yourself in this type of situation you are encouraged to discuss your situation in confidence as soon as practical with a member of staff. You will then be advised on the best course of action to support you. Further information on the University's policy is available on SHUspace under Rules and Regulations | Illness and Difficult Circumstances.

Please see the [Extenuating Circumstances Policy](https://students.shu.ac.uk/regulations/illness/Extenuating%20Circumstances%20Policy%20and%20Procedures201617.pdf) for reference.

**Professional body award assessment process**

**For all Professional body awards, (NMC Teacher, Society of Radiographers & Fellowship), you must pass the relevant module/s and gain the academic credit.**

|  |  |  |
| --- | --- | --- |
| **Module** | **Credit** | **Award** |
| Learning and Teaching for Practice | 15 credits | Associate Fellow |
| Society of Radiographers Practice Educators award |
| Post Graduate Certificate | 60 credits | NMC Teacher |
| Fellow |

**Submission**

**Fellowship awards**

|  |  |  |  |
| --- | --- | --- | --- |
| **Award** | **Formative submission** | **Summative submission** | **Place of submission** |
| **Associate Fellow** | Not applicable. | Submit UKPSF Evidence Log by Learning and Teaching summative submission final submission date. See assessment schedule | Learning and Teaching for Practice module Blackboard site |
| **Fellow** | Please submit your UKPSF to any module site from which you have collected evidence. This allows for your academic advisor/ module lead to check your evidence claim against your module work. | Submit UKPSF Evidence Log by final Post graduate certificate module summative submission date. See assessment schedule | Health and Social Care Professional Recognition Blackboard site |

* If a resubmission of the UKPSF evidence log is required this will follow standard University process. This will entail the use of feedback and feed forward to enable you to respond and enhance your submission in light of this feedback, this is described as an 'in-module retrieval' which should be submitted to meet the assessment schedule resubmission dates.
* If an additional attempt is required, a further refer attempt is offered which follows the university assessment regulations. This is typically submitted 6 weeks following the assessment ratification board. The Fellowship evidence in this case, would be submitted alongside the any referral work.

**Society of Radiographers**

|  |  |  |
| --- | --- | --- |
| **Award** | **Summative submission** | **Place of submission** |
| **Practice Educator award (SoR)** | Submit Assessment of Learner in Practice by Learning and Teaching summative submission final submission date. See assessment schedule. | Learning and Teaching for Practice module Blackboard site |

* If a resubmission of the module assessments and/ or the Assessment of learners in practice (ALP) is required, this will follow standard University process. This entails the use of feedback and feed forward to enable you to respond and enhance your submission and to meet the assessment schedule resubmission dates.
* If an additional attempt is required for module assessment, a further refer attempt is offered following the university assessment regulations.  This is typically submitted 6 weeks following the assessment ratification board.  If the ALP requires resubmission, this would be submitted alongside the module assessment.

**5.7 Certificate/ Graduation**

Details to gain your certificate or to graduate on exit from the course, can be found in 'My student record'

**5.8 Academic Integrity and misconduct**

Academic misconduct is committed when a student does not follow published assessment protocols or tries to gain an unfair advantage by breaking, or not following, the academic regulations concerning any part of the assessment process.

Sheffield Hallam University and your course team believe strongly in the importance of academic integrity and support the development of good academic practice. As such we take breaches of academic conduct very seriously and all allegations of academic misconduct will be investigated according to the University's Academic Misconduct policy which is available to students on SHUspace under Rules and Regulations.

Regards plagiarism and referencing, please see this [link](https://academic.shu.ac.uk/assessment4students/submitting-work-sitting-exams/originality-checking/)

**Keeping Your Course Up-to-date**

Each year your course team review your course, including student achievement and the courses' suitability to meet the needs of its students. Your feedback, changes in teaching practice and the external environment are all used to continually improve your course so it remains up to date and of the highest quality enabling you to fulfil your aspirations.

**Extenuating Circumstances**

The University has a policy on extenuating circumstances that is intended to support you if you experience unexpected and unanticipated difficulties during your time as a student. Such circumstances may adversely impact on your studies and ability to complete assessments on time or complete them to your usual standard. If you find yourself in this type of situation you are encouraged to discuss your situation in confidence as soon as practical with a member of staff. You will then be advised on the best course of action to support you. Further information on the University's policy is available on SHUspace under Rules and Regulations | Illness and Difficult Circumstances.

6. Appeals, complaints and student conduct

The University provides a process for you to appeal the decisions made by Progression and Award Boards, Extenuating Circumstances Panels and Academic Conduct Panels. An appeal can request a review of the decision reached by the board and information submitted in appeals is treated confidentially. You will not be disadvantaged as a result of making an appeal provided it is made in good faith. The criteria for appeals are published on SHUspace under Rules and Regulations.

The University also operates a formal complaints process to address concerns raised by students. This process encourages early resolution by raising concerns locally with the member of staff most directly involved with the concern you have - this may be your module leader, course leader, academic adviser or student support officer. Early resolution is taken to mean the concern is addressed by agreement with appropriate staff without the need to submit a Student Complaint Form. Complaints will be dealt with promptly and sympathetically with respect for your privacy and confidentiality. The detailed process and guidance on making a formal complaint is published on SHUspace under Rules and Regulations.

The University recognises that the vast majority of its students behave in a responsible manner and meet the expectations of the Code of Conduct for students. However, on occasions a small minority behave in ways which cause harm to the University, its students or its staff, or the public. In these cases it is the responsibility of the University to take action under its Disciplinary Regulations in order to protect the University community and the University’s reputation. These regulations are also published on SHUspace under Rules and Regulations.

The University recognises that the vast majority of its students behave in a responsible manner and meet the expectations of the Code of Conduct for students. However, on occasions a small minority behave in ways, which cause harm to the University, its students or its staff, or the public. In these cases it is the responsibility of the University to take action under its Disciplinary Regulations in order to protect the University community and the University’s reputation. These regulations are also published on SHUspace under Rules and Regulations.

**If you do have any issue with the course then please speak to the module or course lead in the first instance.**

## 7. UK Professional Standards Framework

**What is the TALENT framework and why is it important to me?**

TALENT (Teaching And Learning Enhancement) is the University's HEA accredited framework for awarding Fellowship of the Higher Education Academy.

# What is HEA Fellowship?

Fellowship is an indicator of professional achievement within Higher Education. Fellowship of the Advance HE means recognition as an effective practitioner by the sector's professional body. It confers post-nominal letters for the following:

|  |  |  |  |
| --- | --- | --- | --- |
| * Associate Fellow (AFHEA) | * Fellow (FHEA) | * Senior Fellow (SFHEA) | * Principal Fellow (PFHEA) |

Areas of Activity

* A1 Design and plan learning activities and/or programmes of study
* A2 Teach and/or support learning
* A3 Assess and give feedback to learners
* A4 Develop effective learning environments and approaches to student support and guidance
* A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

Core Knowledge

* K1 The subject material
* K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme
* K3 How students learn, both generally and within their subject/disciplinary area(s)
* K4 The use and value of appropriate learning technologies
* K5 Methods for evaluating the effectiveness of teaching
* K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

Professional Values

* V1 Respect individual learners and diverse learning communities
* V2 Promote participation in higher education and equality of opportunity for learners
* V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
* V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice

Fellowship is applied for against a set of criteria which collectively represent good practice and is known as the UK Professional Standards Framework (UKPSF). The core elements of this framework, known as the dimensions of practice, are:

**How does the programme help me achieve HEA Associate Fellowship/ Fellowship?**

On induction, you will be introduced to the HEA and the Associate and Fellowship awards and their relation to the course design and credits. The course is designed to allow for

**Associate Fellow -** Successful completion and full engagement with the Learning and Teaching for Practice module.

**Fellow -** Successful completion and full engagement with the Advancing Learning and Teaching for Practice module and two further PG Certificate elective modules.

You will be invited to identify which award you wish to potentially achieve and you will be supported in making this choice when considering your practice and educational aims and objectives. This will also be considered and articulated in your first formative assessment in the Learning and Teaching for Practice module. You will also be added to the online Health and Social Care Professional Recognition site, a Blackboard Organisational site. Here you will find additional information and resources to support your claim for the award.

The fellowship award journey can be found in the appendix which details induction, modules and the review points.

**Mandatory modules – PG Certificate**

* **Learning and Teaching for Practice module (Associate Fellow - D1)** - focuses on the exploration of the educator role together with a theoretically coherent and quality delivery of teaching and learning. You will have the opportunity to develop your teaching practice within supportive learning communities which will enable you to explore your approach from a cross-professional perspective. You will also be able to understand the underlying educational theory and apply that to your teaching and learning to support the advancement of your educational delivery skills.

In meeting the standards required of the formative and summative work, you are able to meet the criteria for AFHEA which are:

1. Successful engagement with at least two of the five Areas of Activity
2. Successful engagement in appropriate teaching and practices related to these Areas of Activity (UKPSF)
3. Appropriate Core Knowledge and understanding of at least K1 and K2
4. A commitment to the Professional Values and facilitating others' learning
5. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities
6. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities

* **Advancing Learning and Teaching Practice (Fellow - D2)** - considers the organisational perspective and the influences the organisation has on the educator, educational delivery and learner development. You will explore issues such as professional body requirements, governance and quality that impact on teaching and education in the workplace. You will take part in a series of activities that enable you to develop your awareness of the challenges and requirements within the organisation around educational leadership and delivery and to develop focused solutions. The modules will incorporate design, delivery, evaluation and environmental factors for example together with the exploration of the wider reach of the educational programme, whilst maintaining learner focus. Completion of this module supports progression towards D2 (Fellow). The criteria for FHEA are:

2.1 Successful engagement across all five Areas of Activity

2.2 Appropriate knowledge and understanding across all aspects of Core knowledge

2.3 A commitment to all of the Professional Values

2.4 Successful engagement in appropriate teaching practices related to the Areas of Activity

2.5 Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice

2.6 Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices

**Elective Modules**

* The Fellow claim will be further supported and strengthened with the elective modules, which will add further context, experience and competence to your educational delivery and understanding.
* Having skilled educators with a valued professional recognition award, helps your employing organisation and your professional body, evidence high quality education provision. On the blackboard module sites the module session content has been mapped to the UKPSF as have the assessments (see below) to help you relate your learning to the UKPSF. An overview of the UKPSF is also provided at the end of this document.

**Evidencing you award and feedback.**

The UKPSF Evidence log can be downloaded from the Health and Social Care Professional Recognition site as well as the Learning and Teaching for Practice module Blackboard site. Please use the UKPSF Evidence log Supportive Information document to help develop your evidence within your module work. This will also help to develop the criticality in your work.

On completion of assessments (formative/ summative) and learning activity, you will provide a brief description of the activity within your assessment and state where within the module the evidence was acquired and how ie. module activity, practice or assessment. All the teaching activity within the PG Certificate for example, powerpoint and learning packages, will have clear signposting of the potential dimensions of practice to support your evidential claim.

**Assessments in the PG Cert Year and how these relate to the UKPSF**

All assessments within the Learning and Teaching for Practice and Post-graduate Certificate have been designed and mapped to the criteria for AFHEA or FHEA (above). Further detail can be found in the module handbooks that will allow you to incorporate and articulate the UKPSF in to your development and practice.

Tutors who support your learning on this course have either Fellowship or Senior Fellowship award. The minimum requirement for making judgements about your applications for associate or fellow of the HEA will be made by 2 individuals with HEA Fellowship.

|  |  |  |
| --- | --- | --- |
| Name | Role | HEA status |
| Chris Payne | Course Leader MSc Health and Social Care Education | Fellow |
| Carol Garcia | Module leader Learning and Teaching Practice | Fellow |
| Sara Morris Docker | Module Leader, Advancing Learning and Teaching Practice | Senior Fellow |
| Claire Walsh | Module Leader Interprofessional Education | Senior Fellow |
| Patrick Marshall | Module Leader Technology Enhanced Learning (Distance learning and campus based learning) | Fellow |
| Nick White | Module Leader Simulation-based Education. | Fellow |
| Jo Lidster | Module Leader Learners in Difficulty. | Fellow |
| Helen Bywater | Tutor | Senior Fellow |
| Dave Green | Distance learning lead, Learning and Teaching for Practice | Fellow |

**Submission and feedback in modules**

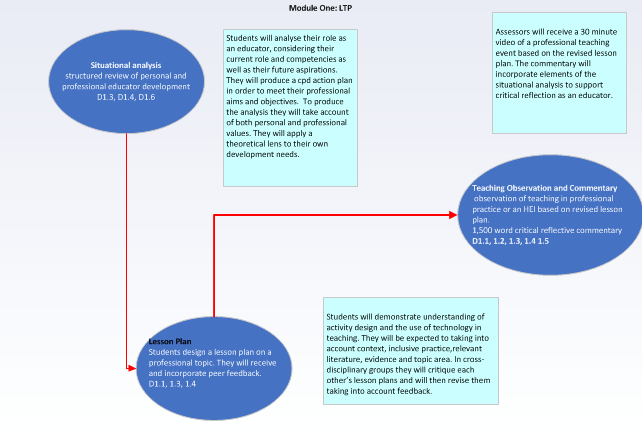
For Associate Fellow, you will submit your UKPSF Evidence log at the end of the Learning and Teaching for Practice module. For the Fellow award, formatively submit at the end of each module to **grade centre within the module blackboard site. This will allow your Academic Advisor/ module leader to review your evidence submitted against the module work. Please see process map in the appendix)**. Each piece of assessment contributes to your evidence for fellowship at [AFHEA/FHEA]. When your academic advisors mark this work, they will check against the relevant fellowship criteria and confirm whether these have been met. This will allow your Academic advisor to cross-reference between the module activity and the evidence submitted. Feedback will be provided at the end of your UKPSF Evidence Log. If in the instance it has been deemed that there has been insufficient depth with the evidence for example, you will be informed of this. Where appropriate, you could add further detail or for the Fellow claim, there may be other opportunity to provide further evidence within the elective modules. Please refer to the individual module mapping to the UKPSF in the module handbooks.

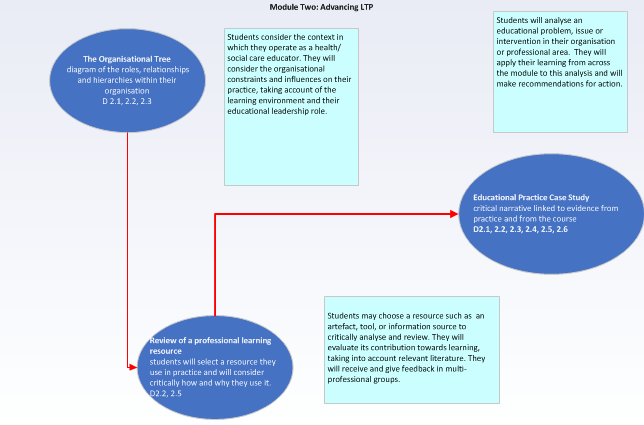
**Final submission on completion of the required evidence**

**Your final and completed UKPSF Evidence log will be summatively submitted. Associate Fellow - to the Learning and Teaching for Practice Blackboard site, for Fellow, to the Health and Social Care Professional Recognition Blackboard Site**. All evidence will have been reviewed by the relevant Academic Advisors/ module leaders and internally moderated prior to provisional marks release. This will be further reviewed by the course leader or a suitable designate in their absence, and externally moderated prior to ratification at the Departmental Assessment Board.

Following ratification, if you have been successful the University will confirm this with the HEA and you will receive an email confirming your fellowship under the TALENT scheme. If you are not a staff member at Sheffield Hallam you will need to pay a student fee to claim your fellowship. Currently (18/19) the fees are: £100 for AFHEA and £200 for FHEA This fee should be paid **directly to Advance HE** and the email will include instructions on how to do this. You will then be sent your certificate and HEA registration number. Please note that the fees stated are correct as of September 2018. These may change at Advance HE discretion.

Assessment diagrams D1/ D2





## 8. Professional recognition (NMC Teacher and Society of Radiographers)

### **8.1 NMC Teacher qualification**

Competence and outcomes for a teacher

*The competencies of a teacher are achieved by successful completion of an NMC approved teacher preparation programme achieving all of the outcomes of stage 4 of the developmental framework. This preparation programme must have included, as part of the overall programme, a period of assessed teaching activity to include experience in both academic and practice settings, at least equivalent to a minimum of 12 weeks (or 360 hours), with students studying an NMC approved programme.*

**NMC (2008) Standards to support Learning and assessment in practice.**

Meeting the NMC Teacher requirements within the MSc PG Cert

To meet the NMC Teacher requirements within the MSc Healthcare Education course, you need to complete the PG Certificate together with additional assessments which include a teaching in practice and in a higher education institute. This will give you the opportunity to meet the requirements as stipulated by the NMC (see above). Submission of this work will be managed and housed independently from the PG Certificate modules in the Healthcare Professional Recognition site. You will complete an NMC Teacher handbook to support evidencing your work.

NMC information and submission of documents

If you wish to be considered for NMC Teacher qualification, please complete the request form when emailed. Not all NMC registered students which to seek NMC Teacher qualification so you must complete the form, at which point, you will be added to the Health and Social Care Professional Recognition site. This module site details the work required, including the NMC Teacher handbook to meet the NMC Teacher requirements. Evidence of assessments will be submitted in the Blackboard site.

NMC Teacher process

Please see appendix C for process map. The ratification of your NMC Teacher award is a three stage process. The PG Cert will be ratified at the assessment board, and on completion of the additional evidence to support the NMC Teacher award claim, your award will be uploaded to the NMC and recorded in SHU on your transcript (in My student record).

### **8.2 Society of Radiographer Practice Educator accreditation.**

If you are registered with the Society of Radiographers and completed and gained credit for the Learning and Teaching for Practice module and successfully completed the assessment of learners in practice , can apply for Practice Educator accreditation. Please contact [Michel Landau](mailto:Michel@sor).

## 9. What previous students have said about the course

Here are some comments from past students who have taken the course. The course has a 98% pass rate. Please post your comments on the course organisation discussion site to let those know your experience.

Senior Registrar, Foundation Teaching Hospitals Trust:

"When I was offered the opportunity to complete an MSc in Healthcare Education at Sheffield Hallam University I was initially concerned about having enough time and energy to complete it, as well as continuing with my full time medical training in Obstetrics and Gynaecology.

From start to finish, the course has been relevant, refreshing and very do-able- alongside my clinical commitments.

The dates of the contact days (8 spread across the year) were available well in advance, so I was able to plan my shifts around then to ensure my attendance. The lecturers were all engaging and taught me many new perspectives about healthcare education. There was a great blend of both taught theory and practical application around different aspects of health education.

The fact that all of the participants worked full time in demanding NHS posts was taken into account at all times. The assessment tasks were very clear and achievable within the time scale. There was plenty of support and a good degree of flexibility available when I needed to extend a deadline due to professional exam commitments.

The facilities at Sheffield Hallam University are excellent, the library and IT services were very accessible and helpful. The location of the course on the collegiate campus makes it extremely accessible from the Royal Hallamshire Hospital site. The multidisciplinary nature of the course meant that there was a mix of doctors, nurses, midwives, paramedics, social workers and dentists. This created a great environment for sharing different experiences of healthcare education as well as building networks and sharing ideas and resources.

The course has helped me to grow and develop as an educational leader within the NHS and has provided me with a well-respected qualification.

I would thoroughly recommended the MSc in Healthcare Education course to doctors in speciality training who have an interest in medical education and wish to develop their skills in this area. The course at Sheffield Hallam University provides an excellent environment to nurture the teaching skills you already have and to help you develop into an excellent teacher and leader in the workplace."

# 10. Appendices

**Appendix A**

**Outline of 2011 UK Professional Standards Framework**

Note – This is a summary of those elements of the UKPSF that are directly relevant to PG Cert Healthcare Education course members following both modules towards entitlement of either associate fellow or fellowship status. The full UKPSF is available via the module Blackboard site and the [Advance HE website.](https://www.heacademy.ac.uk/)

The areas of activity, Core Knowledge and Professional Values listed below are together described as the dimensions of the UKPSF.

**Areas of activity**

A1 Design and plan learning activities and/or programmes of study

A2 Teach and/or support student learning

A3 Assess and give feedback to learners

A4 Develop effective environments and approaches to student support and guidance

A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices.

**Core knowledge**

K1 The subject material

K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme

K3 How students learn, both generally and within their subject/disciplinary area(s)

K4 The use and value of appropriate learning technologies

K5 Methods for evaluating the effectiveness of teaching

K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

**Professional values**

V1 Respect individual learners and diverse learning communities

V2 Promote participation in higher education and equality of opportunity for learners

V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development

V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice

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| ***AFHEA*** | If you are only following the first module or have a limited clinical educational role alongside your other professional duties completed – then you are assumed to be operating within the realm of Descriptor 1 of the UKPSF. |
| ***Descriptor 1*** | Demonstrate an understanding of specific aspects of effective teaching, learning support methods and students learning. You should be able to provide evidence of:   1. Successful engagement with at least two of the five Areas of Activity 2. Successful engagement in appropriate teaching and practices related to these Areas of Activity 3. Appropriate Core Knowledge and understanding of at least K1 and K2 4. A commitment to appropriate Professional Values in facilitating others’ learning 5. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities 6. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities. |
| ***FHEA*** | If you are working towards completion of both modules, and as a part of your role are supporting a number of learners across a range of levels, where you design deliver and evaluate learning alongside providing educational leadership for your workplace then you are assumed to be engaging within the realm of Descriptor 2 of the UKPSF. |
| ***Descriptor 2*** | Demonstrate a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. You should be able to provide evidence of:   1. Successful engagement across all five Areas of Activity 2. Appropriate knowledge and understanding across all aspects of Core Knowledge 3. A commitment to all the Professional Values 4. Successful engagement in appropriate teaching practices related to the Areas of Activity 5. Successful incorporation of professional practices, subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice 6. Successful engagement in continuing professional development activity in relation to teaching, learning, assessment and, where appropriate, related professional practices. |

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| D1 - Associate Fellow | D2 - Fellow |
| 1.1 Successful engagement with at least two of the five Areas of Activity | 2.1 Successful engagement across all five Areas of Activity |
| 1.2 Successful engagement in appropriate teaching and practices related to these Areas of Activity |  |
| 1.3 Appropriate Core Knowledge and understanding of at least K1 and K2 | 2.2 Appropriate knowledge and understanding across all aspects of Core knowledge |
| 1.4 A commitment to the Professional Values and facilitating others' learning | 2.3 A commitment to all of the Professional Values |
|  | 2.4 Successful engagement in appropriate teaching practices related to the Areas of Activity |
| 1.5 Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities | 2.5 Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice |
| 1.6 Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities | 2.6 Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices |

**Appendix B**

**NMC Teacher qualification process**

MSc Health and Social Care Education

Please note, after stage 4, the process lies between yourself and the NMC.

**Appendix C**

**Academic Advisor Standards**

**Academic Advisor Role for Postgraduate students**

Every post registration/post graduate student joining the University will be allocated an Academic Advisor, who will support their academic development at University. This describes the outline responsibilities of an Academic Advisor and the standards expected.

The role of the Academic Advisor:

* Discuss with their students issues of academic progress and development;
* Encourage students to manage their learning, and academic progress, and give support in target setting and strategies for development;
* Discuss with the student their study skills to facilitate learning and where support can be obtained;
* Provide guidance or signpost student to information re study options within the University
* Provide an academic reference should one be requested.
* Support with Fellowship accreditation

Meeting and Contact Arrangements:

* Each student should have a minimum 1 hour contact time at suitable intervals over the academic year. Initial introductions should be made during induction or soon afterwards;
* Students should be sent meeting invites by email or by using specific departmental arrangements;
* Students should be encouraged to prepare for their meeting by reflecting on their progress and identifying areas for discussion.
* Meetings should be regular and well organised and can take the form of a face to face meeting or by telephone or via Skype;
* Students will be advised how to contact their Academic Advisor.

Allocation of Students to Academic Advisors:

* This will be organised by individual subject areas;
* The number of students allocated to an Academic Advisor may vary between courses;
* Where possible, students should keep the same Academic Advisor throughout their course.

Recommended:

* The meeting could be recorded either using existing departmental forms or by using the attached template. Students may prepare for the meeting using one of these forms.