The Department of Postgraduate General Practice Education

**Health Education England,
working across
Kent, Surrey and Sussex (HEE KSS)**

in partnership with

University of Kent

Centre for Professional Practice

**Postgraduate Programme
For award of PG Certificate**

**Strategic Leadership and Multiprofessional Education
In Healthcare**

Course Handbook for PG Certificate

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SECTION 1- WELCOME AND OVERVIEW

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Welcome

Welcome to this academic programme developed in association with Health Education England, working across Kent, Surrey and Sussex (HEE KSS) and the Centre for Professional Practice (CPP) at the University of Kent. This Postgraduate Certificate programme is delivered by HEE KSS and will lead to an award from the University of Kent under a validation agreement.

HEE KSS is one of the local offices of Health Education England established by the Health and Social Care Act 2012. HEE KSS's core function is to improve the quality of the care delivered to a population of five million across the three counties through transformation of the workforce. It supports both the development of the current and future workforce of NHS professionals informed by its role in workforce planning and works closely with stakeholders across community and secondary care.

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

The development of this programme is timely given the publication of the Five Year Forward View NHS England.[1] The demographic, fiscal, technological and workforce issues facing the NHS means we cannot continue to deliver more of the same type of NHS professionals and models of care. New models of care underpined by the delivery of integrated team based care is the future. There is a need to review the existing paradigms and consider the functions needed to deliver care and the competencies and capabilities these functions need rather than focus on the title of the individual. We need to break down the primary / secondary care divide and develop professionals capable of working seamlessly across the health economy. The development of this multiprofesional postgraduate programme will help equip health care professionals to lead on the development of these strategies.

The programme has been developed to facilitate NHS Professionals to come together to deliver supervision of learners across this continuum, work together in improving patient care through application of evidence based practice and develop the team working skills needed to affect system change across healthcare. This programme of study is designed to be flexible and related to the work you will either need to do to become an approved clinical / educational supervisor. The programme has been designed to be portfolio based learning which takes account of the existing work you undertake as a busy NHS professional.

The initial award is for a Postgraduate Certificate but further study can lead to a Diploma and onwards to a Masters Degree. We hope you will find this programme of study rewarding and that it will enhance your activities as a professional educator.

Professor Hilary Diack

Head of Primary and Community Care Education
Health Education England, working across Kent, Surrey and Sussex (HEE KSS)

Student (Healthcare Practitioner) Handbook

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

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

For fuller details of the assessment and regulations that apply to all students at the University of Kent please consult the HEE KSS website at http://kssdeanery.ac.uk/general-practice or University of Kent at https://www.kent.ac.uk/teaching/qa/

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

This guide follows RNIB's clearprint guidelines. If you have additional accessibility needs we can provide you with the document in electronic format, please email GPEducatorpathway.KSS@hee.nhs.uk

HEE KSS Context - The Role of Supervisor

HEE KSS is committed to integrating education processes to facilitate multiprofessional team working, share best practice and has looked towards developing a multiprofessional programme that builds on the generic principles, skills and theoretical underpinning shared across professions in relation to the roles and tasks of providing supervision that maintains both patient and learner safety.

Any healthcare professional working in a Local Education Provider (Acute Trust, Community Trust or GP Practice) is expected to provide support to learners on a day-to-day basis. However, to be qualified to undertake the formal process of teaching and assessing learners, healthcare professionals need to undertake further preparation as this is a requirement of most professional and regulatory bodies. HEE KSS also recognises an education career pathway for healthcare professionals who wish to progress to more strategic roles.

The competencies required of supervisors have been mapped against the GMC Standards for Training described in Promoting Excellence[2], the GMC Competency framework for Educators (see diagram below)[3], the GMC's Good Medical Practice[4] the Nursing and Midwifery Councils standards to support learning and assessment in practice[5] as well as mapping across other health care professions.

1. Ensuring safe and effective patient care through training

2. Establishing and maintaining an environment for learning

3. Teaching and facilitating learning

4. Enhancing learning through assessment

5. Supporting and monitoring educational progress

6. Guiding personal and professional development

7. Continuing professional development as an educator

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

Medical Clinical Supervisors in HEE KSS would be expected to produce a portfolio of evidence to support their application to becoming a supervisor to include:
- Attendance at an approved preparation course
- Completion of specified on line learning modules (e-LfH) modules for clinical supervisors
- Maintenance of a portfolio of professional development and an annual appraisal as a clinical supervisor

- Evidence of completing and updating equality and diversity training (currently every three years)

In addition, medical educational supervisors will be expected to include in addition to the above:
- Attendance at the relevant Specialty School training
- A reflection based on peer observation of teaching
- Provide evidence of feedback received from trainees (and reflection on this)

Nursing Supervisors will be expected to produce a portfolio to demonstrate the requirements of triennial review have been met.

Undertaking the Postgraduate Certificate in Strategic Leadership and Multiprofessional Education in Healthcare will support aspirations to become a higher / advanced medical educator. To see how the Postgraduate programme links to the GMC standards please see Appendix 5.

References
1. NHS England (2014) Five Year Forward View: [online] Available at: http://www.england.nhs.uk/wp-content/uploads/2014/10/5yfv-web.pdf (accessed 8.7.15)
2. General Medical Council (2016) Promoting Excellence: standards for medical education and training [online] Available at: http://www.gmc-uk.org/education/standards.asp (accessed 6.6.16)
3. Academy of Medical Educators. 2010. *A Framework for the Professional Development of Postgraduate Medical Supervisors.* London. Department of Health
4. General Medical Council Duties of a Doctor at http://www.gmcuk.org/guidance/good_medical_practice/duties_of_a_doctor.asp
5. Nursing and Midwifery Council. Standards to support learning and assessment in practice: [online] Available at:https://www.nmc.org.uk/standards/additional-standards/standards-to-support-learning-and-assessment-in-practice/ (accessed 6.6.16)

SECTION 2 PG CERT PROGRAMME SPECIFICATION

Please find a link to the Programme Specification on the University of Kent website below:

Programme Specification

SECTION 3 PG CERT MODULES

Programme Title: Postgraduate Certificate in Strategic Leadership and Multi-professional Education in Healthcare

Credit Value: 60 M Level Credits
Study Hours: 600 Hours

The PG Certificate consists of 3 modules each of 20 M level credits:

- Module WL909 Supervision in the Workplace
- Module WL908 Collaborative and Multiprofessional Working
- Module WL907 Evidence Informed Practice

The academic content relevant to the three modules will be delivered throuugh facilitated learning sets led by an Academic Mentor.

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

Module WL909 Supervision in the Workplace (20 credits)

Please find a link to the Module Specification (including indicative reading list) on the University of Kent website below:

Supervision in the Workplace

Intended subject specific learning outcomes:
On successful completion of the   course students will be able to: -
- Critically reflect on how supervision can be accommodated within the context of one's individual practice environment including evidence to show how a range of learning opportunities have been provided that maximise work place learning
- Demonstrate an ability to critically assess the competence of learners so as to maintain the safety of patients and the learner and evaluate the learning that has taken place
- Critically evaluate how involvement in supervision supports the maintenance and improvement of quality of care delivered to patients
- Critically appraise models of reflective practice and how they can be used in the professional development of learners

Assessment Strategy:
Students will be required to demonstrate   structured and systematic reflection on the relationship between professional practice and theory; to demonstrate competence and

advanced level critical thinking in the light of the subject material relating to workplace supervision

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

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

The academic assessment should comprise of:

o An academic reflective short answer questionnaire (word count 3,000 words) to address the following:

   o Critically reflect on how you assess your learner's level of competence and professionalism and provide appropriate supervision? Please give examples from your recent experience. (2000 words)
   o Critically reflect on the experience of undertaking an educational needs assessment including how this has supported the learner's professional development (500 words)
   o Critically reflect on how feedback from trainees or other learners has helped you to improve their experience of training. (500 words)

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

Module WL907 Evidence Informed Practice (20 credits)

Please find a link to the Module Specification (including indicative reading list) on the University of Kent website below:

Evidence Informed Practice

Intended subject specific learning outcomes:
On successful completion of the course students will be able to: -

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

Assessment Strategy:
Students will be required to demonstrate structured and systematic reflection on the relationship between professional practice and theory; to demonstrate competence and advanced level critical thinking in the light of the subject material relating to workplace supervision.

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

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

Specifically the academic submission should comprise of:

An academic reflective short answer questionnaire (word count 3,000 words) to address the following:

- o Critically reflect on how you use evidence-based medicine in consultations with patients paying particular note to those with multiple medical conditions and how applying evidence-based practice can impact on the health of the wider community (2000 words)
- o Critically appraise the processes, including governance processes your organisation uses to ensure the quality of patient care (500 words)
- o Critically reflect on how you have helped learners to meet learning outcomes relevant to the practice of evidence based medicine in their curriculum. Please give specific examples (500 words)

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

Module WL 908 Collaborative and Multi-professional Practice (20 credits)

Please find a link to the Module Specification (including indicative reading list) on the University of Kent website below:

Collaborative & Multi-professional working

Specific Learning Outcomes:
On successful completion of the course students will be able to: -
- Critically reflect on different leadership styles and approaches and their impact on collaborative and multidisciplinary working.
- Critically reflect on the competences and capabilities across professions needed to deliver quality patient care.
- Demonstrate analytical understanding and application of the processes underpinning collaborative working within the professional environment.
- Critically reflect on impact of education and training in the context of team based learning.

Assessment Strategy:
Students will be required to demonstrate structured and systematic reflection on the relationship between professional practice and theory; to demonstrate competence and advanced level critical thinking in the light of the subject material relating to workplace supervision

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

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

Specifically the portfolio should comprise of:

An academic reflective short answer questionnaire (word count 3,000 words) to address the following:

- o Critically appraise the effectiveness of collaborative working both within your organisation and between your organisation and the wider NHS both in primary and secondary care. Give specific examples of how has this has impacted on patient care. Reflect on how you model collaborative working and learning to your learners (2000 words)
- o Critically appraise how you have you prepared members of your organisation to understand and support the role of the learner? (500 words)
- o Critically reflect on the process of doing an audit / Quality Improvement Project (QIP) with specific reference to the effectiveness of your role and team working and the improvement of patient care (500 words)

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

SECTION 4 PROGRAMME INFORMATION

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

For those general practice medical educators those wishing to become a GP trainer (Educational Supervisor) successful completion of the PG Certificate programme in Strategic Leadership and Multiprofessional Education in Healthcare is a requirment. However, the approval of GP trainers is subject to a different regulatory framework which includes approval of both the doctor and their working environment. It is thus possible that a doctor successfully completes the PG Certificate but does not meet the standards required for accreditation as a GP trainer.

A potential GP trainer needs to meet the GMCs Competency Framework and the clinical learning environment must meet the GMC standards for training. There is more guidance on the Trainer approval process on the KSS website.

Teaching and Learning Strategy

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

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

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

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

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

Assessment Strategies:

Students will be required to:

- Submit written assignments in short essay format for each module

- To develop and maintain an academic portfolio of evidence to support their development as an eductor

- For GP Educators they will also need to submit the trainer approval documentation and associated portfolio.

Attendance/absence policy

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

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

Where a student is unable to attend group activities relating to the PG Certificate this should be discussed with the Academic Mentor supporting the group locally to explore what arrangements can be made to allow the participant to cover the missed work.

Performance Issues

Detailed guidance is given later in this handbook on the marking criteria for the PG Certificate award and participants should refer to this.

For GP educator students need to be aware that they also need to demonstrate they have achieved the required competences of a GP Educator in HEE KSS through participation in the GP Specialty Specific Training Programme.

Personal Academic Support System (PASS)

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

Students can access support in a number of ways:
- The GP Educator Pathway Manager
- The Academic Mentor of the learning set the student attends
- The Patch Associate GP Dean

- The PG Cert Programme Lead

The contact details of these individuals can be found at the beginning of the handbook.

The Role of the Academic Mentor

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

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

Where a student has concerns about raising concerns directly with an individual mentor Patch Associate GP Deans or Programme Lead can be approached.

The Role of the Patch Associate GP Dean

Patch Associate GP Deans are responsible for the quality management of GP Specialty training across a geography. This includes the approval of GP Educators. They also support the PG certificate programme and can provide general guidance on a career in medical education.

Students are advised to contact the Patch Associate GP Dean if they have a concerns related to their (or their practice's) readiness to be approved through the Trainer Approval process.

The Role of the GP Educator Pathway Manager

The GP Educator Pathway Manager administers the PG certificate and liases with the Academic Mentors, the Patch Associate GP Deans, the Programme Lead and interfaces with our validated partners in the Centre for Professional Practice at the University of Kent.

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

- Completion of online registration with the University of Kent
- Concerns about the impact a disability may have on participating in the PG certificate programme
- Requests for deferrments / concessions (see later sections)

In addition to the above Students are encouraged to buddy with an experienced educator either within their organisation or in the case of medical educators to engage in the activity of a Local Faculty Group and other relevent educational activities including trainer groups.

Supporting Disabilty

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

It is important to note that HEE KSS does not usually support adjustments outside those that may reasonably be expected for a NHS professional to have put in place to enable them to discharge their clinical duties with the exception of exploring how to support access at learning set venues and the production of academic work within the given time frames.

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

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

The Dyslexia/Dyspraxia Assessment should normally have been carried out within three years prior to the date of enroling on the programme. The HEE KSS requires that the report and recommendations are in line with the Department for Education & Skills guidelines.

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

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

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

Candidates will have the right to decide how widely information on their condition is made known.

Resources for Learning

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

The PG certificate programme is supported by the NHS Libraries and Knowledge Service within HEE KSS and representatives of this service will be introduced to students as part of the Induction process.

HEE OneDrive
Students can access the OneDrive facility which has a number of academic references / papers relevent to the programme of study. If a student encounters problems accessing this please report this to the GP Educator Pathway Manager who will assist you.

E-Learning
HEE KSS has a number of e-learning modules to support the PG Certificate. These are available through the HEE KSS GP Educator Pathway Manager.

The University of Kent has developed the Academic Threshold Concept (ATC) module specifically to support students in developing their academic writing skills. It is highly recommended that students complete these modules. Please contact the GP Educator Pathway Manager who will assist you in gaining access to this module.

Other Modules include: Assessment of Learners and Audit.

Submission Process for the PG Certificate

The reflective assignments for each module together with the mandatory requirements for each module needs to be submitted electronically via email to PGcert.KSS@hee.nhs.uk

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

Students need to complete the submission cover sheet and itemise the documents being submitted.

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

Preparing a submission for the award of PG Certificate

The following sections give guidance on the submission of assignments and the process of academic writing and the referencing format required.

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

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

Keeping a reflective educational diary / log of supervision and teaching activity is an essential part of the preparation and will form the basis of several assignments.

Keeping a reflective log relating to personal development of skills, reflection on attendance at the learning set and feedback received from peers / Mentors will also be required.

The production of written assignments is part of academic development below are some handy tips:

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

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

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

The submission must be accompanied by a PG Cert Assessment Cover Sheet (see Appendix 1) which should be completed with your student ID number and submitted via email.

Each module assignment should be submitted as a single document with the title of each of the three short essay questions written in full at the start of each short section answer.

For each of the three short essay questions the word count for each section must be included.

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

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

If the submission is significantly under the count have all the learning outcomes been sufficiently addressed?

Assignments should be submitted using Arial Font 12 and be single line spaced.

Assignments should be written as a reflective piece, in the first person but with an academic presentation: accounts based entirely on description will not fulfil the academic requirements.

As an M Level programme the reproduction of standard diagrams and constructs seldom augments academic writing. The Harvard system of referencing should be used.

Plagiarism

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

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

For more details visit *http://www.kent.ac.uk/uelt/ai/students/whatisplagiarism.html*

Harvard Referencing

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

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

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

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

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

1. In the text - this is called a citation.
2. At the end in the references list.

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

Citations:

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

Author prominent

A study by Smith (2007) found that goalkeepers sustain more head injuries than strikers.

Information prominent

Goalkeepers have been found to sustain more head injuries than strikers (Smith, 2007).

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

1 or 2 authors - you always write in full Smith (1985) or (Brown & Green, 1996).

3 to 5 authors – the first time you use the reference in your work you should give ALL the authors. Then when you cite that source again you give the first author followed by et al. (White et al., 2009).

6 or more authors – you can use the first author only followed by et al. straight away.

Compiling a Reference List

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

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

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

The Harvard convention lays down rules for how a reference list should be completed.

Book References:

Single Author

Author, Initials., Year. *Title of book.* Edition. Place: Publisher.

Extras to note
Author: Surname with capital first letter and followed by a comma.
Initials: In capitals with full-stop after each and comma after full-stop of last initial.
Year: Publication year (not printing or impression) followed by full-stop.
Title: Full title of book/thesis/dissertation in italics with capitalization of first word and proper nouns only. Followed by full-stop unless there is a sub-title.
Sub-title: Follows a colon at end of full title, no capitalization unless proper nouns. Follow by full-stop.
Edition: Only include this if not first edition use number followed by abbreviation ed. Include full-stop.

Place of publication: Town or city and country if there may be confusion with UK place names. Follow by colon.
Publisher: Company name followed by full-stop.

Multiple authors:

For books with two, three or four authors of equal status the names should all be included in the order they appear in the document. Use an ampersand, not 'and' to link the last two multiple authors.
The required elements for a reference are:
Authors, Initials., Year. *Title of book.* Edition. (only include this if not the first edition) Place: Publisher.

For books where there are more than four authors, use the first author only with surname and initials followed by "et al".
The required elements for a reference are:
Author, Initials., Year. *Title of book.* Edition. (only include this if not the first edition) Place: Publisher.

Books which are edited:

For books which are edited and but give editor(s) surname(s) and initials, followed by ed. or eds. Please note that ed. is the abbreviation for both editor and edition.
The required elements for a reference are:
Author, Initials., Year. *Title of book.* Edition. (only include this if not the first edition) Place: Publisher.

Chapters of edited books:

For chapters of edited books the required elements for a reference are:
Chapter author(s) surname(s) and initials. Year. Title of chapter followed by 'In'
Book editor(s) initials and surnames with ed. or eds. after the last name.
Title of book. Place of publication: Publisher. Chapter number or first and last page numbers followed by full-stop.

Journal articles:

For journal articles the required elements for references are:
Author, Initials., Year. Title of article. *Full Title of Journal,* Volume number (Issue/Part number), Page numbers.

Extras to note:
Author: Surname with capital first letter and followed by comma.
Initials: In capitals with full-stop after each and comma after full-stop of last initial.
Year: Publication year followed by full-stop.
Title: Full title of article NOT in italics with capitalization of first word and proper nouns only. Followed by full-stop unless there is a sub-title.
Sub-title: Follows a colon at end of full title, no capitalization unless proper nouns. Followed by full-stop.
Journal title: Full title of journal, in italics, with capitalization of key words. Followed by comma.
Volume number:
Issue/Part number: In brackets, followed by comma.
Page numbers: Preceded by p and full-stop then first and last page numbers, linked by a hyphen. Followed by full-stop.

Journal articles from an electronic source:

For journal articles from an electronic source the required elements for a reference are:
Author, Initials., Year. Title of article. *Full Title of Journal,* [type of medium] Volume number (Issue/Part number), Page numbers if available.
Available at: include web site address/URL(Uniform Resource Locator) and additional details of access, such as the routing from the home page of the source. N.B. the URL should be underlined [Accessed date].

Internet:

For websites found on the internet the required elements for a reference are:
Author, Initials., Year. Title of document or page, [type of medium].
Available at: include web site address/URL(Uniform Resource Locator) and additional details of access, such as the routing from the home page of the source.
N.B. the URL should be underlined [Accessed date].

Acts of Parliament:

The required elements are:
Short title with Key words capitalized, which includes the year followed by the chapter number in brackets. Key words of titles are capitalized. Place of publication: Publisher.

Other official publications:

The required elements for a reference are:
Authorship, which may be part of the title. Year. Title, in italics if a separate element, Command number as it is on the document, within brackets, Place of publication: Publisher.

Informal or in-house publications:

For leaflets hand-outs provide what details you can citing the title of the hand-out the date you received it, the title, type of publication and the institution.

Acknowledgements:

More detailed guidance on referencing can be found through University guides to referencing:
https://www.kent.ac.uk/ai/Harvard-Style-Guide-Dec-2014.pdf (accessed 8.6.16)
Also visit for Academic Integrity - http://www.kent.ac.uk/uelt/ai/students/index.html
Assignment Survival Kit - http://www.kent.ac.uk/uelt/ai/ask/index.php

Assessment Criteria for Assignments

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

Distinction standard = marking range 100-70%
> Shows originality or exceptional thoroughness in critical analysis which shows how the topic is located in a broad theoretical framework. Excellent communication skills.

Merit standard = marking range 69-60%
> Evidence of critical analysis which draws on a range of perspectives and theoretical work. Student communicates effectively

Pass standard = marking range 59-50%

Shows familiarity with the theoretical frameworks with some evidence of critical reflection

Fail = < 50%
Work shows no critical analysis or failure to understand central ideas or no use of any theoretical framework or poor standard of communication.

1. Reading and Knowledge

80 – 100	An exceptional level of reading and comprehensive knowledge
70 – 79	A wide range of reading and good knowledge
60 – 69	A good range of reading with adequate knowledge
50 – 59	An adequate range of reading and reasonable knowledge
40 – 49	A limited of reading and incomplete knowledge
30 – 39	A minimal range of reading and very limited knowledge
0 – 29	Poor reading and knowledge

2. Understanding

80 – 100	Original and critical work indicating exceptional synthesis and application of ideas / theoretical frameworks Considerable evidence of developing own ideas based on theory
70 – 79	Original and critical work indicating excellent synthesis and application of ideas Good evidence of developing own ideas
60 – 69	Original and critical work indicating good synthesis and application of ideas Some evidence of developing own ideas
50 – 59	A clear grasp of the main issues with adequate application of ideas Limited evidence of developing own ideas
40 – 49	A limited understanding of the main issues with fair application of ideas but no new idea generation
30 – 39	Insufficient understanding of the main issues with poor application of idea)
0 – 29	Very limited understanding of the issues and theoretical frameworks

3. Critical Reflection

80 - 100	Excellent level of reflection: *Standing back from events with an academic critical viewpoint,* *Evidence of detailed internal dialogue with in-depth self questioning and Evidence of new learning* *In depth recognition that own previous experiences may have impacted on behaviour/ management* *Evidence of reflection on the reflective process - metacognition*
70 - 70	Very good level of reflection *Standing back from events with some academic critical perspectives* *Evidence of internal dialogue leading to self-questioning leading to new learning* *Recognition that own previous experiences may have impacted on behaviour/ management of situation*
60 - 69	Good level of reflection *Standing back from events with limited academic critical perspectives* *Evidence of internal dialogue leading to self-questioning and learning*
50 - 59	Adequate level of reflection

Some internal dialogue but limited self-questioning and some evidence that new learning has resulted

40 - 49   Limited reflection
Limited questioning of self with little evidence of how this has resulted in new learning
30 - 39   Little evidence of reflection
Little evidence of internal dialogue / questioning or evidence of learning gained
0 - 29   No evidence of Reflection
No evidence of incorporating ideas of others, internal dialogue or new learning

4. Argument

80 – 100   Exceptionally clear evidence of independent critical and independent thought with the ability to defend a position logically and convincingly
70 – 79   Very clear evidence of independent critical and independent thought with the ability to defend a position logically and convincingly
60 – 69   Clear evidence of critical thought with a well-developed argument
50 – 59   Limited evidence of critical thought with an attempt at an argument
40 – 49   Little evidence of critical thought, with limited attempt at an argument
30 – 39   Poor evidence of critical thought, meagre argument
0 – 29   No evidence of critical thought

5. Organisation,Presentation and Referencing

80 – 100   Exceptional thought has been given to the outstanding arrangement and development of material and argument. Excellent English, spelling, structure and grammar
Exceptionally comprehensive range of literature fully referenced including consistently conforming to Harvard format
70 – 79   Very good arrangement and development of material and argument. Excellent English, spelling, structure and grammar
Comprehensive range of literature fully referenced consistently conforming to Harvard format.
60 – 69   Good arrangement and development of material and argument. Good spelling, structure and grammar
Good range of literature well referenced consistently conforming to Harvard format
Some minor error
50 – 59   Adequate effort to organise the material and argument. Adequate spelling, **structure** and grammar
Adequate range of literature reference
Fair attempt has to reference using Harvard format occasional errors
40 – 49   Some effort to organise the material and argument. Weaknesses in spelling, structure and grammar
Limited range of literature has been used from few sources. Limited use of Harvard alphabetical format with several errors
30 – 39   Very limited effort to organise the material and argument. Weaknesses in spelling, structure and grammar
Very limited range of literature used. Limited use of Harvard format.
0 – 29   Little effort to organise the material and argument. Weaknesses in spelling, structure and grammar
Little or no referencing

Marking will be undertaken using the categorical marking schedule as described by Kent University.

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

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

The External Examiner is Dr Martin Wilkinson, former Director Postgraduate GP Education, Health Education England working across the West Midlands. Students should not make contact with the External Examiner under any circumstances.

Students should expect to receive personalised feedback on written submissions reference to the detailed marking descriptors. The feedback together with provisional marks will be shared with students usually within 5 weeks of submission. Whilst the feedback will remain extant the provisional marks will not be ratified until after the Exam Board takes place.

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

All marks are subject to confirmation at the Exam Board by University of Kent School Centre for Professional Practice.

Evaluation

Throughout the PG Certificate programme we aim to seek the views of students. The purpose of such evaluation is threefold:
- It informs the annual monitoring of courses
- Provides developmental feedback to assist the course tutors on the design of the course
- Encourages students to reflect on their own learning

Evaluation processes include:
- Regular opportunities to reflect as to how the PG Cert is progressing through discussion with the Academic Mentor
- Written evaluations
- Staff / Student Liaison Committee
- Feedback from the External Examiner which can be found on the HEE KSS website at: http://kssdeanery.ac.uk/general%20practice/PG%20Certificate

Staff-Student Liaison Committee

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

Students meet with tutors three times during each year at staff-student liasion meetings. Representatives from the different learning sets will be asked to canvas opinion from their current cohort and provide feedback to the rest of the group.

Feedback from students will also be presented to the Board of Studies. An elected student representative will become a member of and be invited to the Boards of Studies.

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

The collated feedback will also be shared with students at staff-student liaison committee meetings.

SECTION 5- Guidance for students on Validated Partner Programmes

Validated Programmes

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

The students of Validated Institutions remain registered students of the collaborative partner and are not in any sense students of the University of Kent. The latest version of Validation Handbook can be found at the link below:

Validation Handbook

The University of Kent Credit Framework

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

Credit Framework

Issuing Awards

The University is responsible for producing your certificate. Following the verification of student marks at Boards of Examiners meetings they are signed off by the Chair of the Board of the Examiners and sent to Kent for processing. The Student Records and Examination Office (SRE) produces certificates It is important that the information requested at time of registration is correct to ensure that you receive an accurate certificate detailing your achievement. Certificates will include a record of the name and location of the Validated Institution the student studied at.

Condonement

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

[Condonement (section 5.2 and 5.3)](#)

Note 1: The above does not preclude a Board of Examiners from adjusting a module mark where a student has failed to complete assessment requirements for good reason as described in Annex 6. Please see the link below for more information.

[Annex 6 - Marking](#)

Failure of Modules
Referral

If a student has not acquired sufficient credits to complete a programme, the Board of Examiners may permit them to undertake further assessment in failed modules. The Board of Examiners will specify which elements of assessment the student is required to undertake. If a student is so referred in a module they may be required to, or may elect to, repeat the module, provided that it is being taught in the year in question, or may choose to take a different module provided that the requirements of the programme of study are still met. At most one such opportunity per module will be permitted, to be automatically permitted unless denied for disciplinary reasons. Any such repeated modules will attract a maximum grade of 'pass'.

Deferral

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

Concessions

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

Concessions do not include where the student was directly responsible for the circumstances or where a student could reasonably have avoided the situation or acted to limit the impact of the circumstances. The following are examples of circumstances which would not be considered relevant for concessionary treatment (the list is not exhaustive):

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

Please see the link below for more information.

[Annex 9 - Concessions Applications](#)

Extensions to the deadline for PG certificate

Coursework submitted after the applicable deadline is not accepted except in concessionary circumstances.

Students requesting an extension in the deadline for submission must be submitted in writing using the relevant Concessions Application Form (Appendix 3) to the GP Educator Pathway Manager at HEE KSS for consideration. Any approval will be communicated in writing with a new submission date.

Failure to submit assignments/Impaired Performance during preparing for the assignment

Concessions applications to the Board of Examiners will be considered only if submitted:

- by means of the Concessions Application Form designed for the purpose

- with a clear and concise account of the concessionary circumstances and the impact on studies;

- with all necessary documentary evidence.

- within the applicable deadline, i.e. within **five working days** of the event to which the concessions application pertains, where the circumstances were not anticipated.

- In the case of students who are aware, they are unable to submit their module assignments and portfolio; they are required to notify the HEE KSS GP Educator Pathway Manager of their difficulties prior to the relevant deadline. You must request permission for the absence or non-submission by means of submitting the Concessions Application Form immediately if possible, or by immediately notifying HEE KSS of your difficulties and then submitting this Form and supporting evidence as soon as possible thereafter. **Failure to do this may result in students being awarded no further opportunity to pass the module.**

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

Considerations of Concessions

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

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

Guidance on actions that may result from the presentation of a consession request may include can be seen in full online at the link below:

[Guidance on the Management of Concessions](#)

Complaints and Appeals Procedure

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

Appeals – Application

Students may not appeal against the academic judgement of the examiners.
The submission of an appeal is no guarantee of its successful outcome
Appeals from students taking taught programmes of study against recommendations of Boards of Examiners will be considered in the following circumstances only:

- where there is reasonable ground supported by objective evidence to believe that there has been administrative, procedural or clerical error.
- where there is evidence of illness or other misfortune such as to cause exceptional interference with academic performance and which the student was, for good reason, unable to submit by the published deadline; or where evidence relating to illness or other misfortune submitted under concessions procedures within the prescribed time limit was not properly considered by the Board of Examiners.
- Appeals that are based on concessionary circumstances which, without good reason, were not brought to the attention of the Board of Examiners through concessions procedures at the appropriate time will not be considered.

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

Appeals will be considered only if submitted:
- by means of the Appeals Form designed for this purpose, available from the HEE KSS GP Educator Pathway Manager or the Centre for Professional Practice Office at University of Kent;

- accompanied by a letter explaining in full the grounds for the appeal and the remedial action sought from the Board of Examiners

- providing all necessary documentary evidence substantiating the grounds of the appeal

- within the applicable deadline, i.e. **21 days** of the publication of the result

In all cases, appeals applications should be submitted to the Social Sciences Faculty If the appeal meets the technical conditions as detailed above, it will be considered by the Dean who will determine whether a prima facie case exists. If he does not consider that there is a prima facie case, the student will be so informed. If he considers that there is a prima facie case, the appeal will be referred to the Chair of the Board of Examiners.

Appeals Procedures

- Appeals procedures can be found as an annex to the credit framework assessment conventions online at: Annex 9 - Concessions Applications

- Appeals must be submitted using a form available online at the link below:

Appeal forms

Academic Complaint

A specific concern about the provision of a programme of study or related academic service: e.g. delivery of teaching, availability of learning of resources. It occasionally happens that there are serious grounds for dissatisfaction which can be dealt with only by someone other than the tutor(s) concerned. If you, as an individual or as a group of students, feel that the basic requirements of good teaching are not being met, or that there are other issues to do with the module or its tutor(s) which give ground for complaint, you should raise the matter immediately in writing. **The HEE KSS PG Cert Course Director is the person who will normally consider any complaint in the first instance**. Please email Christopher.Warwick@hee.nhs.uk

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

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

Correspondence

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

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

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

Appeals – Process

Please see the link below for more information.

[Student Appeals](#)

Further Right of Appeal

Please see the link below for more information.

[Further right of appeal](#)

How to make an academic appeal?

Please see the link below for more information.

[Academic Appeals and Student Complaints](#)

Academic Integrity and Honesty at University
What is academic integrity?

As a student on the Validated partner programme,you are expected and required to act honestly regarding the work you submit for assessment in your courses. General Regulation V.3: Academic Discipline states that:

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

General Regulation V.3 specifies that any attempts to:
- cheat,
- plagiarise,
- improperly influence your lecturer's view of your grades,
- copy other assignments (your own or somebody else's) or
- falsify research data

will be viewed as a breach of this regulation.

The full details of this regulation including disciplinary procedures and penalties are available online at:

[Annex 10 - Academic Discipline Procedures](#)

SECTION 6 APPENDICES

University of Kent

NHS Health Education England

Student Family Name:	
Student First Name:	
Student ID number:	
Module Title:	
Module Code(s)	
New Trainer or Existing Trainer	
Date submitted:	

I am submitting my work for consideration of the award PG certificate in Strategic Leadership and Multiprofessional Education in Healthcare

Please ensure you include the mandatory evidence in your submission (see below). You may elect to submit a range of other evidence to support your academic submission and need to clearly indicate which pieces of work you wish to contribute to your application for the PG cert on the form below.

For GPs seeking to become a GP Trainer you will need to also submit your GP Trainer approval application and portfolio of evidence

I confirm that the work presented is my own work.

Check list:

Modules:	Mandatory Evidence	Please tick
Module 1 Supervision in the Workplace WL909	Reflective Short Answer Essays *(responses to all questions to be submitted as a single document)*	
Module 2 Evidence Informed Practice WL907	Reflective Short Answer Essays *(responses to all questions to be submitted as a single document)*	
Module 3 Collaborative and Multiprofessional Working WL908	Reflective Short Answer Essays *(responses to all questions to be submitted as a single document)*	

Appendix 2

ASSIGNMENT MARKING SHEET ALL MODULES

PG Certificate in Strategic Leadership and Multiprofessional Education in Healthcare

NAME	Unit:
Assignment:	Marker:
Submission date:	Date received:
1.Reading and Knowledge *Comment*	100-80% 79-70% 69-60% 59-50% 49-40% 39-30% 29-0%
2. Understanding *Comment*	100-80% 79-70% 69-60% 59-50% 49-40% 39-30% 29-0%
3. Critical Reflection *Comment*	100-80% 79-70% 69-60% 59-50% 49-40% 39-30% 29-0%
4. Argument *Comment*	100-80% 79-70% 69-60% 59-50% 49-40% 39-30% 29-0%
5.Organisation, presentation & Referencing *Comment*	100-80% 79-70% 69-60% 59-50% 49-40% 39-30% 29-0%

Summary:

Strengths demonstrated in the work

<u>MARK:</u>

Areas that would benefit from development for future submissions

Signed…………………………………………………………   Date……………

Concessions Form for consideration by the Exam Board

This form should be used when:
- requesting an extension to the deadline for submission of assignments

The completed form should be submitted with:
- A letter detailing a clear account of the circumstances impacting
- All necessary documentary evidence

The form should be completed **within 5 working days** of the submission date to which the concessions application pertains, where the circumstances were not anticipated.

For full details concerning concessions, please refer to:
http://www.kent.ac.uk/registry/quality/credit/creditinfoannex9.htm

FIRST NAMES**:**   SURNAME:

EMAIL: PHONE NO:

INTENDED DATE OF SUBMISSION

DATE OF CONCESSION REQUEST

SUMMARY OF REASONS FOR CONCESSION REQUEST

LIST OF ATTACHED EVIDENCE

I hearby certify the information presented as correct

This completed form must be returned by email to the GP Educator Pathway Manager at
GPEducatorpathway@kss.hee.nhs.uk

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

PG cert Module	GMC Good Medical Practice	GMC Promoting Excellence	AoME Professional Development Framework
Module WL907 Evidence Based Practice			
Critically analyse the role of evidence based practice in the wider organisational context and the constraints to professional practice.	Domain 1 Para:7,11,12,16 Domain 2 Para:22 Domain 4 Para: 56, 57	Theme 1 R1.1, R1,2 R1.3, R1.5, R1.6 Theme 2 R2.4	Area 1
Critically evaluate the literature using recognised appraisal tools to assess validity and relevance of data	Domain 1 Para:7, 8, 11,12, Domain 2 Para 22, Domain 4 Para 56,57,	Theme 1 R1.3, R1,5, R1.6	Area 1
Critically reflect on the process of effective integration of individual professional expertise and the use of evidence within professional practice.	Domain 1 Para 7,8,11,12, 15, 16, Domain 2 Para 22, 23, Domain 3 Para 34, 35 Domain 4 Para 56, 57	Theme 1 R1.12c R1.15 Theme 5 R5.9b	Area 1
Critically reflect on the process of discussing risk with individuals in healthcare settings.	Domain 1 Para 17 Domain 2 Para 25, 27 Domain 3 Para 31, 32,33, 34,48,49, 51,52 Domain 4 Para 54, 59,68	Theme 1 R1.4 Theme 5 R5.9a,b	Area 1 Area 2 Area 3
Module WL908 Collaborative and Multi-professional Practice			
Critically reflect on different leadership styles and approaches and their impact on collaborative working	Domain 2 Para 25 Domain 3 Para 34,35,36,37, 40,44 Domain 4 59, 68	Theme 1 R1.1 R1.13 R1.14 R1.17	Area 2 Area 6

Critically reflect on the competences and capabilities across professions needed to deliver quality patient care	Domain 1 Para 7,15 Domain 2 Para 22,23, 24,25 Domain 3 Para 35,36, 39,40, 41,42,43,44,45	Theme 1 R1.1, R1.2, R1.3 R1.4, R1.6 R1.7 R1.8 R1.10 Theme 2 R2.1, R2.7 R2.12 R2.14, R2.15 R2.16 Theme 5 R5.9e	Area 1 Area 2 Area 3
Demonstrate analytical understanding and application of the processes underpinning collaborative working within the professional environment	Domain 1 Para 16, Domain 2 Para 22,23, 24,25 Domain 3 Para 34, 44, 45 Domain 4 Para 59, 68	Theme 1 R1.7 R1.8 R1.10 R1.13 R1.14 Theme 2 R2.1 R2.3 R2.7 Theme 5 R5.9e	Area 1 Area 2 Area 3
Critically reflect on the impact of education and training in the context of team based learning	Domain 3 Para 39,40,41,42,43	Theme 1 R1.1 R1.2 R1.3 R1.4 R1.5 Theme 2 R2.1 R2.2 R2.3 R2.5 R2.7 R2.8 R2.10 R2.12 Theme 3 Theme 4 R4.2 R4.3 R4.4 R4.5 Theme 5 R5.9 R5.11	Area 2 Area 3
Module WL909 Supervision in the Workplace			
Critically reflect on how supervision can be accommodated within the context of one's individual practice environment	Domain 1 Para 18 Domain 2 Para 24,25 Domain 3 Para 31,40,42,43, 44,45 Domain 4 Para 68	Theme 1 R1.1-R1.22 Theme 2 R2.11 R2.12 R2.14 R2.15 R2.16 R2.19 Theme 3 R3.1-R3.16 Theme 4 R4.2.R4.3 Theme 5 R5.9	Area 1 Area 2 Area 3 Area 4 Area 5
Demonstrate an ability to critically assess the competence of learners so as to maintain patient safety	Domain 1 Para 7 Domain 2 Para 22 Domain 3 Para 31,40	Theme 1 R1.1 R1.2 R1.3 R1.4 R1.5 R1.7 R1.8 R1.9 R1.10 R1.11 R1.14 Theme 2 R2.1 R2.4 R2.5 R2.11 R2.16 Theme 3 R3.13 Theme 4 R4.1 R4.5	Area 1 Area 3 Area 4 Area 5

		Theme 5 R5.10 R5.11	
Critically evaluate how involvement in supervision supports the maintenance of quality of care	Domain 2 Para 22, 23,25 Domain 3 Para 35,	Theme 1 R1.1 R1.2 R1.3 R1.4 R1.5 R1.6 R1.9 Theme 2 R2.1 R2.4 R2.14 R2.15 R2.16	Area 1 Area 2 Area 4 Area 5 Area 6
Critically appraise models of reflective practice and how they can be used in the professional development of learners	Domain 1 Para 8,9,10,12,13,14 Domain 2 Para 22,23 Domain 3 Para 41,42,43	Theme 1 R1.3 R1.4 R1.5 Theme 2 R2.5 R2.7 R2.12 R2.16 R2.17 Theme 3 R3.1 – R3.16 Theme 4 R4.1 R4.4 R4.5 Theme 5 R5.10 R5.11	Area 3 Area 4 Area 5 Area 6 Area 7

2. General Medical Council (2016) Promoting Excellence: standards for medical education and training [online] Available at: http://www.gmc-uk.org/education/standards.asp (accessed 6.6.16)

3. Academy of Medical Educators. 2010. *A Framework for the Professional Development of Postgraduate Medical Supervisors.* London. Department of Health

4. General Medical Council Good Medical Practice at http://www.gmcuk.org/guidance/good_medical_practice/duties_of_a_doctor.asp