

University of Hertfordshire

School of Health and Social Work

Short Course Guide



Course Name: Paramedic Practice Educator Course

Course Leader: Vince Clarke

Course Code: 6SCZ0087

Level of study: 6

Credits: 15

Year: 2021

Paramedic Practice Educator Course

(Level 6)

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1. Course Information

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1.1 Introduction

The University of Hertfordshire Paramedic Practice Educator Course seeks to prepare and suitably equip front-line paramedics with the knowledge, understanding and skills required to undertake the role of Practice Educator and support learners engaging in practice-based professional development.

The course has been developed by paramedics for paramedics and acknowledges the unique challenges associated with undertaking a supervisory role in a front-line, out-of-hospital environment. The course will develop paramedics' understanding of practice-based learning and the factors which influence individual learning. This will include professionalism, reflective practice, the learning environment, approaches to supervision, assessment and evaluation, feedback, supporting learners, record keeping and fitness to practise.

Students will be required to undertake the practice-based supervision of a learner during the course and to draw upon both their practical experience and theoretical knowledge to discuss, develop and evaluate their roles as facilitators of professional development in the practice setting.

1.2 Registering for the Course

You **MUST** register for the course in order to access the learning materials. This must be done in plenty of time so that you can be given the required username and password to access the University's virtual learning environment. You will be notified of deadlines when you are given a course date. Failure to register correctly will mean that you will not be able to access the course.

1.3 Course Aim

To develop paramedics' knowledge, understanding and skills in order for them to provide practice-based, profession-specific support for learners.

1.4 Learning Outcomes: Knowledge and Understanding

At the end of the course of study, the successful student will be able to:

1. Evaluate the evidence-base for paramedic practice-based learning;
2. Analyse and autonomously synthesize and create responses to issues associated with individual learners' needs;
3. Evaluate personal learning needs utilising a reflective approach.

1.5 Learning Outcomes: Skills and attributes

At the end of the course of study, the successful student will be able to:

1. Critically evaluate and apply educational principles in order to support practice-based learners;
2. Critically evaluate the learning experience offered in the practice setting reflecting on experience and formulating action plans to enhance future practice as a Practice Educator;
3. Engage in a paramedic critical community, reflecting on own and others practice demonstrating autonomy in study and use of resources.

1.6 Mode of Delivery

The delivery of the course will combine directed e-learning approaches with face-to-face, online learning. StudyNet, the university's virtual learning environment, will be used to facilitate and support study throughout the course.

In addition, the Microsoft 'OneNote Class Notebook' will form the basis of the Portfolio of Evidence required to successfully complete the course, giving structured activities and reading tasks to support the achievement of the learning outcomes.

Independent study, combined with the practical undertaking of the Practice Educator role, will be an integral part of the course. Students should be prepared to undertake directed study away from the two, scheduled contact days.

The core text for the course is the **College of Paramedics' Paramedic Practice-Based Learning: A Handbook for Practice Educators and Facilitators**. This text

has been made available to ambulance services and College of Paramedics members free of charge.

The schematic below details the attendance and engagement requirements of the course. To successfully complete the course, students must engage with all components, both online and in the virtual classroom. Appendix 2 details the nature of all of the learning activities for the course.

Pre-Course	Week 1	Week 2	Week 3	Weeks 4-6	Week 7	Weeks 8-10	Week 11	Week 12
Register with University and access OneNote & StudyNet	Access Portfolio		Contact day 1	Post day 1 learning & support	Contact day 2	Post day 2 learning & support	Completion of Portfolio and assignment	Submission of portfolio and assignment
	Complete activities 1 & 2	Complete activities 3 & 4		Complete activities 5, 6, 7, & 8		Complete activities 9 & 10		
If one day, in-house, EEAST PEd introduction completed supervision can begin in week 1			Supervision of a learner in practice for a minimum of 75 hours				Catch up any missed learner supervision	

2. StudyNet

StudyNet is the University of Hertfordshire's virtual learning environment. Once you have enrolled on the Course, you will be sent a student ID number and instructions on how to access StudyNet.

There will be links on StudyNet for you to access tutorial sessions which will take you through the key features of StudyNet along with academic support pages which will help you with your writing. From your homepage, you will be able to access your course pages. Here, you will see information including contact details for the course tutors, learning resources and assessment details.

You should access StudyNet as soon as possible to give you the maximum opportunity to engage with the site and learn how to use the university library system to access journals and books. You must also access your Onenote Portfolio at least **TWO WEEKS** before Contact Day 1 and complete activities 1 to 4.

3. Microsoft OneNote Class Notebook (Portfolio of Evidence)

Your Portfolio of Evidence will be compiled using the Microsoft 'OneNote Class Notebook' online resource. This facility is available to access via the internet, your PC or any other device; phone, tablet, netbook etc. Please see 'Appendix 1' which details how to access your personal Microsoft OneNote Class Notebook.

The Microsoft OneNote Class Notebook will give you tasks for completion at set points throughout the duration of your course, making up your Portfolio of Evidence. The course tutors will use this resource to give you feedback and monitor your progress. You will be sent a link to access the Portfolio at least one week before your course start date. This will be at least three weeks before Contact Day1. You will need to access your portfolio at least **TWO WEEKS BEFORE** attending Contact Day 1. Read the Course information and complete the activities in the 'Week 1' and 'Week 2' tabs. Please see 'Appendix 1' which details how to access you can access your personal Microsoft OneNote Class Notebook. You can contact the course leader, Vince Clarke, by email to arrange a Zoom discussion if you have any difficulty accessing the resources.

4. Contact Day 1

Following your completion of Activities one to four, Contact Day 1 will continue to explore practice-based education including professional responsibilities and approaches to learning, teaching and assessment within the paramedic environment. Theories of teaching and learning will be explored along with professional expectations and the role and the influence of the HCPC and the College of Paramedics in relation to paramedic education. Facilitating reflective practice will be explored along with input regarding the assessment requirements of the course.

The format of Contact Day 1 will be online using the Zoom conferencing facility. You will not need to attend the university, but you must have access to a computer with a camera, speaker and microphone. If necessary, you will need to arrange access to a computer by liaising with your employer.

The day will be 'scheduled' from 0830 to 1630 and you will be stood down from duties to attend. The timetable for the day will be made up of several sessions with breaks in between. You will take part in small break-out groups to complete activities and have discussions. These activities will be based on the self-directed activities, so it is very important that you engage with these to get the most out of the Contact Day activities. There will be opportunities for questions to be asked. The time taken to complete the self-directed activities will be taken into account when planning the duration of the Contact Day activities, i.e. you will not be expected to be in front of the computer for a straight eight hours!

5. Practice-based learning- supervision of learners

In order for students to fully engage with and appreciate the role of the Practice Educator, there is a requirement for you to undertake the supervision of a learner in the practice setting between the two Contact Days and following the second Contact Day. A 'learner' in this context may be a university student, an in-house student paramedic, a developing member of support staff, e.g. an emergency care assistant or equivalent. There is no requirement for the learner to be from university or to be working towards a paramedic qualification.

By undertaking the role of Practice Educator, you will be able to apply the theoretical input in relation to practice-based learning and supporting learners in actual practice situations. These experiences will form the basis of your Portfolio of Evidence, one of

the methods by which you will be assessed, as well as informing the discussion and learning which will take place on the Contact Days. As such, it is important that you have liaised with your employing ambulance service's locality manager to make arrangements to supervise a learner in practice upon completion of the Contact Day 1. The ambulance service is aware of this expectation and has agreed to facilitate the required practice-based learner supervision.

You will be required to complete **a minimum of 75 hours of learner supervision**.

You may undertake the practice supervision of more than one learner to achieve the hours required; however, a minimum of 75 hours should, ideally, be completed with a single learner. This is to enable you to implement practice education approaches discussed as part of the course and to reflect on the impact of their implementation.

During this period, students will be supported by the course tutors in relation to their continued academic development and by Local Clinical Educators and Locality Managers within their locality in respect of operational matters.

If you have undertaken an in-house EEAST Practice Educator Introductory Course, you can begin your supervision before Contact Day 1.

6. Contact Day 2

The format of the Contact Day 2 will build on the work that you have completed both in practice with your learner/s and via the Microsoft OneNote Class Notebook (Portfolio) activities and wider reading.

Particular areas of study will include problem-solving, the challenging learner, the failing learner, study needs agreements and learner support.

The session will also give you the opportunity to discuss the summative written assignment required to achieve the academic credits associated with the course.

As with Contact Day 1, this will be a Zoom-based day 'scheduled' between 0830 and 1630.

7. Assessment

There are two elements of assessment associated with this course:

1. A portfolio of evidence to demonstrate how you have met the learning outcomes of the course.
2. A written summative reflective assignment (1,500 words).

7.1 Portfolio of evidence

Portfolio of Evidence (OneNote Class Notebook)
Completion of a work-based portfolio comprising two core elements: <ul style="list-style-type: none">• Record of learner supervision• Activity completion
<u>Record of learner supervision</u> <p>A record of learner supervision must be maintained. The record will form part of the online OneNote Class Notebook site and will include the following areas which must be completed:</p> <ul style="list-style-type: none">• Learner profile• Any identified learning requirements• Any existing action plans• Record of supervisory shift times (75 hours required)• Record of issues encountered during supervisory role• Record of learning undertaken by Practice Educator in relation to their role
<u>Formative Reflective Account</u> <p>Within your Portfolio a formative reflective account can be completed. This is a self-directed activity which should be completed by the end of Week 5 and follow the format prescribed within the Portfolio. The reflection should focus on your experiences as a Practice Educator and should be directly related to at least one of the core themes of the course, as listed below. The account should include at least one reference to published material and demonstrate critical evaluation and analysis. The indicative word count for the reflection is 800 words.</p> <p>Core themes:</p> <p>Approaches to teaching; Assessment; Challenging learners; Failing to fail; Feedback; Learner support; Practice-based learning; Reflective Practice</p> <p>You will receive written feedback for the during Week 7.</p> <p>This feedback can be used to help you to shape your summative written assignment.</p> <p>Feedback will not be given if your Reflective Account is completed after Week 5.</p> <p>This aspect of the portfolio is formative and therefore not a requirement for successful completion of the course.</p>

7.2 Summative written assignment

Written assignment
Using a recognised, referenced reflective framework, you will examine and critically appraise your performance as a Practice Educator during the supervision of a learner during a practice placement. Word count 1500 (+/- 10%). You should demonstrate an understanding of your roles and responsibilities as a Practice Educator and critically analyse and evaluate your performance in relation to specific core theories. The main

focus should be on ONE of the following core areas, however, you can explore other areas as appropriate to your reflection:

- Approaches to teaching
- Assessment
- Challenging learners
- Failing to fail
- Feedback
- Learner support
- Practice-based learning
- Reflective Practice

The marking criteria can be found in 'Appendix 3'.

The focus of the assignment is on the role of the Practice Educator, rather than clinical matters. Your description of the event should contain only enough detail to identify the matter being explored. There is no need to include clinical or in-depth patient assessment details. The majority of your word-count should be focussed on the analysis stage of your chosen reflective cycle. More detail on the assignment can be found in the assessment folder in your Portfolio of Evidence.

The assignment should meet the following criteria:

- Work must be submitted as a 'PDF' file. If the document is unreadable it will automatically fail.
- Please use a font such as 'Arial' or 'Times New Roman' and a size of 12.
- Please use double line spacing to present your work.
- The assignment must be submitted by the stated deadline so do not leave it too late. Occasionally it can take a while to upload. If it is received after the deadline it will receive a capped mark.
- Any work submitted within one week of the submission deadline will be accepted but will receive a mark capped at 40% if it passes.
- Assignments can be submitted before the deadline if they are ready.

8. Completing the Course

To successfully complete the course, you must:

1. Register with the University
2. Complete Self-directed activities 1 to 10
3. Attend Contact Day 1
4. Complete 75 hours of practice-based learner supervision
5. Attend Contact Day 2
6. Complete all required elements of the Portfolio of Evidence
7. Submit and pass the summative written assignment.

9. Challenges during the Course

It is recognised that, as a part-time student with a full-time job, you may encounter some challenges during the Course. The most common of these are addressed below. If your query is not answered here, please contact the Course Tutor for further advice.

9.1 Attendance

- If you are unable to attend Contact Day 1, you must contact the Course Tutor and Benjamin Haselwood (East of England Ambulance Service NHS Trust) so that you can be placed on a later Course. If you have registered with the university and do not notify of your non-attendance before Contact Day 1, you are likely to incur charges for any later course that you wish to attend.
- If, before attending Contact Day 1, you identify that you will be unable to attend Contact Day 2, you must follow the instructions above. You must not attend Contact Day 1 if you know that you will be unable to attend Contact Day 2.
- If, after starting the Course and after attending Contact Day 1, you are sick and unable to attend Contact Day 2, then you must contact the Course Tutor and Benjamin Haselwood (EEAST). There may be an opportunity to place you on a later Contact Day 2 with a subsequent cohort. This can only be done in cases where you are unable to attend due to sickness or other serious adverse circumstances.
- You **MUST** ensure that you are not rostered to work on either of the Contact Days. If you do not attend due to a rostering error, or because you have not put the dates in your diary, you will not be offered a later date for Contact Day 2.

9.2 Learner supervision hours

- If you have not been given a learner to supervise, then you must contact Benjamin Haselwood (EEAST) at the earliest opportunity. EEAST are aware of the requirements and expectations of the Course and have agreed to facilitate such supervision.
- If, after contacting Benjamin Haselwood, you are still struggling to gain the required hours of learner supervision experience, contact the Course Tutor for advice and support.

9.3 Portfolio Completion

- If you are struggling to complete any aspect of the Portfolio of Evidence, you should contact the Course Tutor.
- Work in the Portfolio will only be marked during the allocated weeks.

9.4 Requests for extensions to deadlines

- If you are experiencing difficulties and feel that you would benefit from more time to complete the work, you can apply for an extension.
- You will need to email the Course Tutor with details of your situation and formally ask for an extension to the submission date.
- Any such requests must be made a minimum of two working days before the published deadline for submission.
- If your circumstances meet the minimum requirements, the Course Tutor will, at their discretion, be able to extend the submission deadline by up to two weeks.
- Only one extension request can be considered per submission, i.e. one request for the portfolio and one for the summative written assignment.

9.5 Requests for deferral

- If you are experiencing significant difficulties which result in you struggling to complete the Course and feel that you need more than the two-week extension detailed above, then you can apply for a deferral of your coursework submission.
- Deferrals can only be given in serious adverse circumstances (SACs), which must be evidenced.
- To apply for a deferral, you must complete a SACs form and submit it, and accompanying evidence, to the university.
- You must inform your employer if you are seeking SACs and gain their written support for your deferral.
- **NOTE:** A SACs request is for **SERIOUS ADVERSE** circumstances only as described in the University policies and procedures which can be found in the

'University Policies' folder in the 'Course Information' section of your Portfolio of Evidence.

10. Confidentiality and Anonymity

Confidentiality must be observed and adhered to at all times within the assignment and Portfolio entries. No learner-identifiable or patient-identifiable data should be included. The Portfolio must not include any identifying information relating to the learner (or any other learner), patients or patient report forms, staff members or healthcare institutions/organisations (ambulance stations, hospitals or universities).

If an issue arises which requires the intervention of a manager, then this should be raised outside of the scope of your assignment by following the appropriate reporting mechanisms for your organisation. More information regarding confidentiality and the University of Hertfordshire can be found on the course StudyNet site.

11. Feedback

The course tutors welcome your feedback via a number of methods. You can approach the course tutors in person or via e-mail to offer feedback.

There will be the opportunity to give formal feedback both during and at the end of your course. Please do offer appropriate constructive feedback to enable us to develop and enhance the course for the future.

12. Employer engagement

Information on attendance, performance (including module grades) and serious cases of academic or professional misconduct (for example plagiarism) may be made available to your employer, and, where appropriate, any relevant professional body and/or regulatory body. This information is required in order to meet our contractual requirements with the commissioning NHS Trust.

Appendix 1- Accessing your Portfolio of Evidence

1. Firstly, you will need to log in to your Microsoft OneNote NoteBook Portfolio:

- a. You will only be able to complete this step once you have registered with the university.
- b. When your Portfolio is ready to be accessed, you will be emailed a link to the email address that you used when you registered for the Course.
- c. This link will take you to the OneNote website (<http://www.onenote.com>) and ask you to log in.
- d. If you already have a Microsoft account, your device might recognise your existing details and log you straight in. If this happens, open an 'incognito' web tab so that your existing account is not recognised as you can only access your Portfolio through the university log-in.
- e. To log in, enter your University of Hertfordshire username followed by @herts.ac.uk, e.g.: ab16cde@herts.ac.uk
- f. Enter your University of Hertfordshire password.
- g. Go to 'Shared with me'
- h. Click on the Practice Educator Portfolio (wait for a while for the portfolio to load)
- i. Open the portfolio by selecting your name.
- j. Open the Course Welcome tab and follow any instructions

2. Now that you are logged in and have activated your OneNote portfolio, you may access it from three streams:

(i) - Online

Login to your OneNote Online account following the steps above.

This option allows only a slow interaction with the Portfolio as all updates are made in real-time. If you are completing a Reflective Account, then you would be better to use the PC or App options below.

(ii) - PC/laptop/Mac:

Using Microsoft OneNote software. If you do not have OneNote already installed, you may download the OneNote software

from <http://www.onenote.com/> then "Download". Once installed, please sign in using your University email address (e.g. ab16cde@herts.ac.uk) and your University (StudyNet) password.

This option will allow you to work on your Portfolio when you are off line, i.e. do not have access to the internet. When you are next connected, your device

will sync with the Cloud and update your Online Portfolio, allowing the Course Tutor to see your work.

(iii) - Mobile app:

You may also access your portfolio from your mobile devices (e.g. iPad, iPhone, android phone, tablet or other devices). To do so, install the free OneNote app from the app store. Your username is your University email address (e.g. ab16cde@herts.ac.uk) and the password is your University (StudyNet) password.

This option will also allow you to work on your Portfolio when you are off line as above.

Please note, it may take up to 1 minute to download the teaching content onto your device.

Appendix 2- Indicative Course Content

Self-directed Learning Activities 1 to 4

Activity	To be completed before Contact Day 1
1	<p>View:</p> <ul style="list-style-type: none"> Narrated Powerpoints: <i>“Course Introduction”</i> & <i>“Course Assessment”</i> <p>Read core text:</p> <ul style="list-style-type: none"> Part 1: <i>“Setting the scene”</i> <p>Complete:</p> <ul style="list-style-type: none"> Personal Profile Evaluation of your potential as a Practice Educator
2	<p>View:</p> <ul style="list-style-type: none"> Narrated Powerpoint: <i>“The Role of the Practice Educator in Paramedic Education”</i> <p>Read core text:</p> <ul style="list-style-type: none"> pp. 28-31 <i>“Role & Definition”</i> & <i>“Role Model”</i> <p>Complete:</p> <ul style="list-style-type: none"> Evaluation of your organisation as a practice-based learning organization
3	<p>View:</p> <ul style="list-style-type: none"> Narrated Powerpoint: <i>“Theory, Practice & Knowledge”</i> <p>Read core text:</p> <ul style="list-style-type: none"> pp. 49-57 <i>“Learning theories”</i> <p>Complete:</p> <ul style="list-style-type: none"> Library search exercise Reference list exercise
4	<p>View:</p> <ul style="list-style-type: none"> Video: <i>“PebblePad: Practice Educators: Access and Actions”</i> <p>Read core text:</p> <ul style="list-style-type: none"> pp. 31-36 <i>“Conflict of interest”</i> & <i>“Developing professional relationships”</i> <p>Complete:</p> <ul style="list-style-type: none"> Video-based activity <i>“Creating a learning environment”</i>

Self-directed Learning Activities 5 to 8

Activity	To be completed before Contact Day 2
5	<p>View:</p> <ul style="list-style-type: none"> Narrated Powerpoint: <i>“Diversity, equality and respect”</i> <p>Read core text:</p> <ul style="list-style-type: none"> pp. 91-99 <i>“Learner differences”; “Neurodiversity” & “Resilience, mental health and learner support”</i> <p>Complete:</p> <ul style="list-style-type: none"> Quiz- Learner differences Quiz- Study needs agreements
6	<p>View:</p> <ul style="list-style-type: none"> Narrated Powerpoints: <i>“Approaches to feedback” & “Reflective Practice”</i> <p>Read core text:</p> <ul style="list-style-type: none"> pp. 64-74 <i>“Feedback” & “Facilitating reflective practice”</i> <p>Complete:</p> <ul style="list-style-type: none"> Short Reflective Account
7	<p>View:</p> <ul style="list-style-type: none"> Narrated Powerpoint: <i>“Assessment”</i> <p>Read core text:</p> <ul style="list-style-type: none"> pp. 76-82 <i>“Assessment”</i> <p>Complete:</p> <ul style="list-style-type: none"> Quiz- Assessment
8	<p>View:</p> <ul style="list-style-type: none"> Narrated Powerpoint: <i>“Developmental action plans”</i> <p>Read core text:</p> <ul style="list-style-type: none"> pp. 84-91 <i>“Developmental action plans”</i> <p>Complete:</p> <ul style="list-style-type: none"> Video-based activity <i>“The challenging learner”</i>

Self-directed Learning Activities 9 to 10

Activity	To be completed after Contact Day 2
9	<p>View:</p> <ul style="list-style-type: none"> Narrated Powerpoint: <i>“Course completion and assignment submission”</i> <p>Complete:</p> <ul style="list-style-type: none"> Re-evaluation of yourself as a Practice Educator
10	<p>View:</p> <ul style="list-style-type: none"> Narrated Powerpoints: <i>“Approaches to feedback” & Reflective Practice</i> <p>Complete:</p> <ul style="list-style-type: none"> Re-evaluation of your organisation as a practice-based learning organisation

Contact Day 1 Core Content

- Experiences of Practice-based learning
- Professional relationships and conflicts of interest
- The Practice Educator as a facilitator of learning
- Creating an effective learning environment
- Practice-based assessment

Contact Day 2 Core Content

- Experiences of Practice-based learning
- Feedback
- Facilitating reflective practice
- The challenging learner
- The failing learner
- Developmental Action Plans

Appendix 3- Assignment grading criteria

What are we assessing and how will we do that?

Presentation and structure (10% weighting):

This is an essay. It does not require a contents page, but it does require you to the title on the first page of your essay as a heading. Below the title you must write the word count. This is the total number of words not including the reference list. Your word count must be between 1500 and 1650 words.

The title should read as follows, with your actual word count inserted:

‘Paramedic Practice Educator Course- Reflective Account’

Word count= 1567 words

A clear essay structure should be evident throughout. Please familiarise yourself with the basic components of an essay and their requirements. You can find on-line study skills help on the [Using English for Academic Purposes \(UEFAP\)](#) web site (there is a link in your Teaching Resources on StudyNet).

Please note that you also need to pay attention to your spelling and grammar. Get some help from the red and green underlining which appears when typing your essay. Don't forget that this function will not pick up everything so you are likely to need to use a dictionary. Good proof reading will ensure that marks are not lost needlessly. Remember to check spellings particularly when using less familiar terms.

There is further guidance on how to structure your essay in Week 10 of the Portfolio of Evidence.

Content/knowledge (30% weighting):

Ensure that you answer the question that is asked and follow the required format. In order to do this it is important to be able to analyse the question posed to find the correct focus and parameters of the question. Markers should find clear evidence of sound knowledge pertaining to the key concept(s) within the chosen question. This will be based on material that has been delivered within this course and supplemented with your personal reading around the subject.

Understanding of a topic is invariably shown by being able to express your knowledge using your own words to discuss the issues rather than relying on quotations or heavy paraphrasing of the literature. It is important, however, to adequately support/reference your comments with relevant theoretical and practical evidence.

Breadth, depth and integration of literature (10%) and Presentation of References (5%):

Range of ideas and depth of understanding is likely to be demonstrated in relation to the range and type of supporting material you refer to. This doesn't mean that you must have a certain number of references but it does relate to your selection and use of material. It is important to be able to find and retrieve supporting information and use this to support your writing. Please remember that sourcing material can sometimes be a challenge if too little time is left to obtain what you need.

References must follow the current Faculty Guidelines which are located in the Course Information section of your Portfolio of Evidence.

This applies to references used in both the body of the essay and in the reference list at the end of the essay. You will have been guided about using and presenting references in Contact Day 1. If you are having problems with the use and presentation of references, please seek further help. It is important to get this right to avoid plagiarism and its consequences, as well as potentially losing valuable marks in your assignment.

Critical analysis/ evaluation and/or reflection (45% weighting):

Providing a summary and a description for something is indicative of the types of writing you will be using within this essay title. It is very important to analyse the question posed so that you correctly interpret what type of writing is required e.g. if you *list* when you should *summarise* then you will not have executed the task correctly and your performance will be detrimentally affected. Your commentary should also demonstrate a logical flow to the points you are making.

Grading Criteria and Feedback Form - Level 6 Written Coursework

Student Name or SRN Number (for anonymous marking):.....

Module Name: Module Code:

<p>Learning Outcomes (Module Leader to add):</p> <p>Knowledge and understanding:</p> <p>Skills and attributes:</p>
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Note to Markers: Select criteria appropriate to the assignment and omit irrelevant ones. Use yellow highlight to indicate which feedback statements are relevant to this student.

	Outstanding >80	Excellent 79-70	Very Good 69-60	Good 59-50	Satisfactory 49-40	Marginal Fail 39-30	Clear Fail 29-20	Little or nothing of merit 19-0
Presentation and structure 10%	Outstanding presentation. Logically structured. Highly articulate and fluent writing style. No grammatical or spelling errors.	Excellent presentation. Logically structured. Highly articulate and fluent writing style with very few, minor errors.	Very good presentation. Logically structured. Articulate and fluent writing style. A few grammatical errors and spelling mistakes.	Good presentation. Logically ordered. Writing is mainly clear but some spelling and/or grammatical errors.	Satisfactory presentation. Mostly logical structure. Not always written clearly and has several grammatical and / or spelling errors.	Poor presentation. Inconsistent or illogical structure. Has many spelling and / or grammatical errors.	Poor presentation. Very inconsistent or illogical structure Poorly written and/or poor spelling and grammar.	Little or nothing of merit. Poorly written. Many inaccuracies in spelling.
Content, knowledge and understanding 30%	Outstanding exploration of topic showing excellent knowledge and understanding	Excellent level of knowledge and understanding demonstrated. Covers all relevant points and issues.	Very good level of knowledge and understanding demonstrated. Covers majority of relevant points and issues.	Good grasp of the topic and some of its implications presented. Knowledge and understanding is demonstrated. Covers many relevant points.	Satisfactory content / level of knowledge of the topic. Covers some but not all relevant points.	Limited content / knowledge. Covers few relevant points. Some inaccuracies.	Lacking in knowledge. Content mostly irrelevant and/or inaccurate.	Little or nothing of merit. Content irrelevant and inaccurate.
Breadth / depth and integration of literature 10%	Outstanding breadth and depth of literature utilised. Outstanding integration of literature into work.	Excellent breadth & depth of literature utilised. Excellent integration of literature into work.	Very good breadth & depth of literature utilised. Literature integrated very well.	Good use of literature. Depth appropriate to topic but moderate breadth or vice versa. Literature integrated into the coursework reasonably well.	Satisfactory use of literature but limited in breadth and/or depth. Uncritical and cited without comment.	Limited breadth and depth. Literature cited without comment.	Lacks breadth & depth. Some literature irrelevant to topic area.	Little or nothing of merit. Literature used irrelevant to topic area.
Critical analysis/ evaluation and/or reflection 45%	Outstanding level of critical analysis/ evaluation and/or reflection. Highly developed/ focused work.	Excellent level of critical analysis/ evaluation and/or reflection on issues.	Very good level of critical analysis/ evaluation and/or reflection but a few points would benefit from further development.	Good level of critical analysis/ evaluation and/or reflection but some areas could be expanded on further.	Satisfactory level of critical analysis /evaluation and/or reflection.	Limited evidence of critical analysis/ evaluation and/or reflection. Too descriptive in parts.	Lacking / inadequate level of analysis, evaluation and/or reflection. Mainly descriptive.	Nothing of merit / unsatisfactory level of analysis, evaluation and/or reflection. Wholly descriptive.
Presentation of references 5%	Recommended referencing system used with no inaccuracies or inconsistencies noted.	Recommended referencing system used with very few (minor) inaccuracies and/or inconsistencies.	Recommended referencing system used with few inaccuracies and/or inconsistencies.	Recommended referencing system used but occasional inaccuracies and/or inconsistencies noted.	An attempt to use the recommended referencing system but several inaccuracies and/or inconsistencies noted.	An attempt to use the recommended referencing system but many inaccuracies and/or inconsistencies noted.	An attempt to use the recommended referencing system but numerous errors noted and inconsistently applied.	Little or no attempt to use the recommended referencing system

Strengths <ul style="list-style-type: none"> • • •
Areas for development <ul style="list-style-type: none"> • • •
General feedback / additional comments Academic Skills Advice Please remember there are lots of useful resources to support your academic skills development on the Academic Skills Advice site.

Learning outcomes achieved: Yes / No

Within word count limit: Yes / No

Provisional weighted/overall mark (before application of penalties):

Note: All marks are provisional until the Board of Examiners has ratified them.

Marked by:

Reflection on Learning

Health and social care regulatory bodies require that registrants (and aspiring registrants) actively participate in learning activities; keep records of their learning and ensure that these activities inform and enhance services for patients/clients. Please consider the learning you have achieved while working on this assignment and how you have applied the feedback you have been given. For example:

Academic: what previous feedback have you been given and how have you used it to inform and improve this assessment?

Application to your professional setting: what have you learned in this assessment that you intend to apply to your practice and how will you demonstrate this?

You should keep your feedback and reflection in a file/portfolio as evidence of your professional development.