
A Teaching and Learning Pathway for Health Professionals

Authors Stephen Greenwood (University of Bristol, TLHP Programme)
Professor Kath Ross (University of the West of England (UWE), Faculty of Health
and Social Care)

Date 28 July 2004

Version Final

Contents

1	Introduction	2
2	Identifying the Need	2
3	Features of the Proposed Teaching and Learning Pathway	3
4	Pathway Framework	3
5	Stakeholders	4
6	Existing Programmes within the Pathway	4
7	Underpinning Processes	5
8	Non-accredited Courses Provision	6
9	Cost	7
10	Co-ordination and Administration	7
11	Proposed Core Pathway	8
12	New Entities/Additions	8
13	Undergraduate Modular Provision	9
14	References	11
15	Glossary	11

1 Introduction

This pathway has emerged from a positive intent between the University of Bristol and the UWE to work collaboratively on areas that will improve the Universities' capacity to support the modernisation agenda and the ongoing development of good quality student support for learning in the Academies across the Avon, Gloucestershire and Wiltshire Strategic Health Authority.

The collaboration between the University of the West of England (UWE) and the University of Bristol (UoB) was initiated in the summer of 2002 and the early work between the two Universities demonstrated the potential for positive outcomes of such collaboration for the Universities and more importantly for the Health Communities. In late autumn the Workforce Development Confederation (WDC) endorsed this development and through the Academies Project Board Teaching Staff Sub-committee requested that this work should be widened to incorporate other education providers who were also contributing educational resources to the training of professionals who support student learning. During the next 12 months a number of meetings occurred between the Universities of Bath, Bath Spa, Gloucestershire, Bristol and the West of England. This teaching and learning pathway is the outcome of this work.

The discussions between the Universities identified the wealth of opportunities that existed across AGW to develop and promote learning in the workforce and offer individuals educational pathways to support their career aspirations. The report concentrates on the outcome of concerted work between the Universities of Bristol and the West of England to provide an interdisciplinary and interprofessional pathway to support the development of a range of roles required to support the learning of students in the workplace and in educational settings. The opportunities span undergraduate and postgraduate academic levels with the training needs for NVQ support included in the undergraduate modules, although this is not certificated. The university teams have reviewed their provision to ensure that the pathway does provide practitioners with increasing educational 'know how' and educational capability as well as offering support for the development of relevant educational roles in and for practice and preparation for teaching roles within educational settings.

The outstanding work falls into three main areas: the first relates to how the pathway can be synchronised or articulated coherently with NVQ recognition in Trusts; the second relates to gaining acceptance that the full range of professionals should be offered the same preparation for similar roles rather than as in the past creating separate provision and thirdly that Bath, Bath Spa and Gloucester Universities continue to work with the Universities of Bristol and the West of England on future developments of the pathway.

The team are also conscious of the need for ongoing work to ensure that the provision is delivered in a flexible and timely way and that the modules in the pathway meet changing needs. To ensure that this is the case a wide range of stakeholders will be a crucial to ensure that elements of the pathway continue to meet need and therefore their involvement in ongoing evaluation and quality enhancement processes of the pathway will be vital.

2 Identifying the Need

During the last 10 years there has been a need to ensure that there are sufficient skills vested in those who are expected to support and enable learning in others. This has been raised by a number of DOH documents where the need for an ethos of life long learning highlights the need adequately to prepare qualified staff (DOH 2000; DOH 2000; DOH 2000; DOH 2001; DOH 2004). Professional bodies, higher education and Trusts have been keen to ensure that their members or employees are supported in their educative roles with students and clients/patients.

Nationally this need has intensified as the changes required in the NHS include a greater emphasis on professional development of practitioners to support continued "Fitness for Practice". This has been magnified as commissions to train and educate a range of health

professions has dramatically increased as well as supporting the introduction of new centres. Most recently the DOH and the Health Professional Council have added the requirement for all Allied Health Professional to support learners in practice and the need to receive appropriate preparation for their educative role. The Academies Project in Avon, Gloucestershire, Wiltshire and Somerset has heightened the need and interest in enhancing professionals' educational skills.

3 Features of the Proposed Teaching and Learning Pathway

The Pathway is designed to make best use of, and if possible enhance, existing provision and to promote the development of new routes and formats where appropriate and feasible. A few principles have guided the group's discussions:

1. We are aiming to achieve collaborative solutions.
2. No provider should be disadvantaged or risk the viability of their provision by involvement in the Pathway.
3. The Pathway should aim to simplify choices to be made by the learner and enable them to select the most appropriate route for their needs.
4. Learners will normally have a single "home" institution for their main route through the Pathway but, wherever possible and appropriate, credit transfer should be used to facilitate enrichment of routes and programmes.
5. The Pathway aims to be comprehensive in range and scope – from undergraduate level to Masters level and beyond. It may also embrace all subject areas relevant to education, although there will need to be a core set of subjects and competencies for each route.

4 Pathway Framework

To provide a framework that takes account of level of study, the Pathway has been arranged using the following 'stages': A diagram of the framework including the likely teaching roles at each stage and current provision from each HEI is provided at Table 1 (see page 12).

Stage 1: Facilitators and assessors of learners (education enablers and assessors), e.g. mentors, assessors, supervisors, NVQ trainers. Training would be from undergraduate provision (HE levels H, I or C). Within Stage 1 there might need to be more granularity to account for the differences between accredited and non accredited courses at Levels C (was UG level 1) I (was UG level 2) H (was UG level 3) .

Stage 2: Teachers, facilitators, lecturers, organisers of education, module/element/unit organisers, staff using a range of educational skills as part of their role, e.g. workshops, e-learning. Training needs to be more comprehensive and involving higher order analytical and reflective skills including a greater in-depth knowledge of educational methodology to support their work. Training would normally be from Certificate level postgraduate provision (HE level M).

Stage 3: Those with an educational co-ordinating role and/or more of a specific or research-oriented interest. Medium to large-scale educational management roles. Training should be from Diploma level postgraduate provision (HE level M).

Stage 4: Those with major managerial and co-ordinating interest, and a research interest. Training should be from Masters level postgraduate provision (HE level M) and involve an in-depth study, e.g. a dissertation of some kind.

Stage 5: Some key educational leaders and researchers may choose to study and research beyond stage 4. Training should be from Doctoral level postgraduate provision (HE level D).

5 Stakeholders

5.1 Target Student

- Health and Social Care Professionals
- Pre qualifying students
- New roles emerging in practice
- NVQ trainees

5.2 Stakeholder Partners

- Patients/clients;
- Students / Trainees of those for whom the Teaching & Learning Pathway is provided;
- NHS Trusts, Academies, PCTs and other employer organisations;
- HEIs and other providers;
- Workforce Development Confederations;
- The NHS more widely.

6 Existing Programmes within the Pathway (subject to further collaborative arrangement agreements)

The table below includes the programmes discussed at the meetings to date and is not necessarily comprehensive.

Institution	Programme	Leading to
University of Bristol	Teaching and Learning for Health Professionals (TLHP) Programme Other available programmes	PG Certificate / Diploma / MSc in Teaching and Learning for Health Professions Masters in Education and Ed.D.
University of Bristol / UWE	Modules leading to NMC accredited course for Nurse and Midwife Lecturers and Practice Educators	PG Certificate / Diploma / MSc in Teaching and Learning for Health Professions
UWE	Modular provision in teaching and learning Other Programmes	Modules in facilitating learning, student assessment, development and evaluation Masters in Education and Taught Doctorate in Education

7 Underpinning Processes

7.1 Accreditation

As noted above the Pathway is principally concerned with credit-bearing courses. Credit point systems allowable within the framework are the standard HE CATS points based on:

- Postgraduate: 180 points at Level M for a Masters Degree (60 for Certificate, 120 for Diploma)
- Undergraduate: 120 points at Levels C//H per year of full time study (or equivalent PT study)

7.2 Credit Transfer

The group have been working towards agreeing equivalent or complementary module options that would support and enhance the main Teaching and Learning Pathway (see Core Pathway section). The process envisaged, if preliminary agreements can be formalised, is that students on the pathway can choose to access options at the named Universities, within their registered award design(s).

Areas receiving further consideration

It is proposed that students will normally register, as now, with one “home” institution on a named programme. The Pathways scheme would offer the possibility of students taking some modules at other institutions to enrich their educational programme. This would apply principally at Stage 3 (Diploma). For example a student may complete the current Certificate in Education at Bristol University then go on to continue their study to Postgraduate Diploma or Masters Degree. They might then choose one or more ‘M’ Level modules from any of the other participating Universities. And vice versa: a student studying at Bath or Gloucester may choose an optional module from the University of Bristol. In this way the collaboration between the Universities maximises the utility of a particular niche or expertise from another University’s provision for the purpose of student learning. This blend may have very positive consequences in the development of Academies as different professionals, through their module choices, bring variety and a wider range of expertise and knowledge to their own teaching and to their educational and other teams.

Credit transfer will be subject to institutions’ own rules regarding maximum number of external credits allowed (often set at around 1/6th to 1/3rd of total credits) and the integrity of each programme.

To avoid complicated cross-institution invoicing, it is proposed that the fee for any module transferred into a programme be set at the fee for the equivalent module at the student’s “home” institution, not at the “external” institution. Thus, if a TLHP student on the Diploma wished to take a 15 credit ‘M.Ed.’ module on “Health Promotion in Schools” from the University of Gloucestershire, for instance, then UoG would get the fee normally charged for a UoB 15 credit Diploma Module not their normal fee price. This would work in both directions enabling some balancing to occur. When joining the Pathways scheme, institutions would nominate the modules and programmes they are allowing to participate in credit transfer so that they have some sense of control and management in this system.

Institutions will need to make a judgement on the relative equivalence of modules with different credit values. For instance a “Mentoring” module may be 15 credits at one institution and 20 at another.

Proposal:

That credit transfer up to a maximum number of credits (set by each institution) is allowed between Pathways/programmes principally at Stages 3 and 1. (Details to be worked out. Agreement of each institution necessary on available modules and the compatibility of credit values and fee structures).

8 Non-accredited courses provision

The Pathway is primarily a framework for programmes and modules that already have formal accreditation, usually from an HEI. It has been anticipated, however, that there may be a demand for non-accredited short courses at Stage 1 for a number of reasons:

- Busy professionals may find it attractive and perceive it as time-effective to enrol on a short course that provides 'just-in-time' training on a specific topic or skill.
- Academies will have large numbers of staff who may not need to obtain a formal award but who are still involved in some form of teaching and learning delivery or support.
- The time taken to formally accredit a course within an HEI varies between providers but can be significant – at least 4 months.
- The turnover of staff in some disciplines can be significant and it may not be reasonable, for instance, for all SpRs to obtain a Certificate in Education or to make education their main non-clinical focus.
- A proportion of staff attending such courses might be persuaded of the value of a more in-depth, accredited route when otherwise they may not have considered this as a valid option.

There are risks involved in going down this route. It would potentially 'devalue' the accredited provision if a perception was formed (erroneously) that teaching and learning skills can be gained in a couple of days. This is exactly the sort of perception we were all trying to dispel when setting up accredited programmes. Also, if such courses become accredited at some point in the future there is no way to post-date credits to previous attendees.

Nevertheless, this issue requires attention. There is a perceived demand for this type of provision and we need to plan carefully whether and what to provide in this format and/or how we present the value of accredited routes. Accreditation requires assessment and this is an additional burden on busy professionals, but marketed and managed correctly this perception of burden might be replaced by one of professional enhancement. Assessment is also an additional workload for the providers, but again this will need to be designed and managed appropriately, perhaps utilising e-Learning and other tools.

The funding model and business case for any provision in this area as part of the Pathway is yet to be investigated fully although work is about to start on one or more collaborative modules between UWE and University of Bristol.

Whatever the outcomes in this area it is important that any provision is seen as high quality, adequately resourced, with appropriate input from the HEIs and grounded in the workplace environment, with delivery at and through Academies and e-Learning likely to be key ingredients.

8.1 Flexibility

The Universities have reviewed their provision to create increased flexibility. This has ranged from delivery of a number of the undergraduate modules and the Postgraduate Certificate in Teaching and Learning for Health Professionals at a number of geographic sites across Avon,

Gloucester and Wiltshire. This has involved a consideration of how the face to face contact best suits the need of service. The introduction of distance and e-learning versions for number of the teaching and learning undergraduate modules has commenced and is proving successful for practitioners who have access to computers and have the appropriate IT skills. The use of e-Learning is also a component of the TLHP Programme. It is envisaged further flexibility will be introduced providing suitable venues and viable student numbers can be achieved.

9 Cost

Each University has their own costs based on their modular provision. The WDC/SHA has agreed to continue supporting the existing UWE and University of Bristol provision within the new pathway. They have also agreed to extend the range of professional groups accessing the provision (e.g. ODPs.) providing that they do not receive support from other organisations. The proposed model recognises the need to provide 100% support for the educational support for educative roles that are part of their professional work e.g. Stage 1 and stage 2 for some professional roles. As individuals progress through stage 3 and 4 the proportion of WDC/SHA funding incrementally decreases in line with an expectation that individual or organisation contribution should increase with the level of award.

The concept of the demand pyramid (background to Table 1) shows that the bulk of provision, in terms of numbers of people accessing individual modules lies at the base of the Pathway (Stages 1 and 2). Increasingly professionals are recognising the need to extend their educational understanding and capability to support students across practice and educational settings, particularly as an increasing number of joint roles and sessional educational contracts emerge (Stage 2). The need to prepare and support those professional who wish to pursue a career in education, or to have the capability to work in a range of settings in practice or education, has been highlighted by the recent StLAR report (2004). Based on current demand within the Postgraduate Certificate Teaching and Learning for Health Professionals (Stage 2) approximately 35-40% of these students have a desire to study beyond Stage 2. Many of these are performing critical educational management functions within their Trusts or Academies. There is also a "word of mouth" effect occurring in which staff already on a course persuade others in their specialty/trust to apply, although applications would normally need to be assessed by the employer as appropriate, probably through appraisal. There will also be a need for HEIs, Academies and Trusts to conduct succession planning for existing senior executives so that those filling these roles are trained to the appropriate level in education as well as management and other relevant professional skills. All these factors indicate that need will at least remain static and is much more likely to increase as time goes on.

10 Co-ordination and administration

Whilst each institution has their own arrangements for registering students and administering teaching and learning activities, a certain amount of central co-ordination will be essential to ensuring the Pathway both functions correctly and is sufficiently well publicised and understood by all stakeholders.

In the short and medium term, a Web page will be developed by the WDC with hyperlinks to a University sites detailing the provision. Each University will be responsible for creating their Web site that reflects the pathway and the nature of the collaboration

Longer-term a "Practice Learning Unit" is planned by the WDC and others and it is thought that this might be a suitable home for information and co-ordination for the Teaching and Learning Pathways scheme.

In the medium to longer term the team envisage a Web site that might include updating searchable information about modules (which could become numerous) and the Pathway, online student registration and/or tracking, monitoring of uptake of the modules, discussion lists for registered students, information exchange and notice boards, dissemination of the results and benefits of the Pathway.

11 Proposed Core Pathway

It is envisaged that there will be a core route at the centre of the Pathway, with stopping off points and links with other routes. This core will begin with the Stage 1 provision (a range of module options) then move through Stages 2 (Post Graduate Certificate in Teaching and Learning for Health Professionals), Stage 3 (Post Graduate Diploma in Teaching and Learning for Health Professionals) and Stage 4 (MSc in Teaching and Learning for Health Professionals). Stage 5 might be represented by the Doctorate in Education (EdD) programmes now run by several institutions.

Stage 5	HE level D	Those with major co-ordinating interest, large scale educational management roles	Doctorate Ed.D.	⇔ Options
Stage 4	HE level M	Those with major co-ordinating interest, large scale educational management roles and research interests	MSc (TLHP)	
Stage 3	HE level M	Those with a co-ordinating interest, small to medium scale educational management roles	Diploma (TLHP)	⇔ Options
Stage 2	HE level M	Main cadre of teachers, lecturers, organisers of education.	Certificate (TLHP)	⇔ Options
Stage 1	HE levels C/I/H	Those involved in specific tasks requiring skills and underpinning knowledge in areas of educational practice that support students learning and assessment in the workplace setting.	Modules and short courses on different aspects of student support for learning and assessment	⇔ Options

12 New Entities/Additions

This section looks at some changes already achieved as a result of this collaborative project, which will enhance the provision of practitioner and teacher education.

12.1 Stage 2/3 (inclusive of Nurses and Midwives)

Changes to the provision of training for teacher educators in nursing and midwifery are proposed as part of the Pathway (following section).

12.2 NMC requirements (UWE and University of Bristol)

Nurses and midwives intending to become involved in education are required to complete a course of study approved by the Nurses and Midwives Council (NMC). Until 2003 this was provided in the South West by a Diploma course at the University of the West of England. The Faculty of Education at UWE will no longer be providing this Diploma and will, subject to meeting accreditation conditions, be provided through the Pathway from September 2004. .

The Post Graduate Certificate in Teaching and Learning for Health Professionals (TLHP, University of Bristol) Programme met the majority of the current NMC requirements for the preparation of Lecturers and Practice Educators. The NMC require 100 hours of teaching practice to ensure that they can apply educational knowledge and skills to the practice of education. This has been accommodated by the introduction of two modules (30 CAT credits). The development team believes this additional provision may also be very attractive to a wider selection of health professionals.

12.2.3 Additional Requirements to meet the Nursing and Midwifery Council Requirements

On the basis of the difficulty presented by the use of the word "Medical" in the title (Certificate in Medical Education) for both the Faculty of Health and Social Care (UWE) and potentially the NMC, the University of Bristol are reviewed the title and changed it to; 'Teaching and Learning for Health Professionals' to achieve a more inclusive appeal.

The NMC would only accept a programme that is ILT approved and the University of Bristol successfully achieved this accreditation in November 2003 and successfully completed the NMC Approval process in May 2004.

See also section on flexibility section 8.2

12.2.4 Added Value of the Proposal

This collaboration has provided an opportunity for both Universities, in conjunction with other HE establishments to develop a multi-professional programme that will endeavour to foster the skills of collaboration in future education and its learners. There is genuine enthusiasm between UWE and the University of Bristol for this to work effectively and, where resources allow that the teaching team across the stages to work together on ongoing enhancement, evaluation and teaching.

13 Undergraduate Modular Provision

13.1 Undergraduate Modular Provision at UWE

This comprises the following modules:

Level H (3):

- Developing, Facilitating and Assessing Learning through Work in Social Care and Health (20 Credits)

- Developing the Reflective Practice Teacher (20 credits)
- Evaluating Strategies for Practice Educators (20 credits)
- Teaching and Assessing in Practice (20 credits) taught and online versions *

Level 1 (2):

- Teaching in Practice (10 credits) *
- Assessing in Practice (10 Credits) *

(* Original ENB 998 and 997 provision at level 2 and 3)

13.2 Work in Progress

1. Review of the current Nurses and Midwives four-year mentor development cycle to consider the appropriateness of this approach for other professionals and the ability/desirability to offer an accredited version.
2. Review with Trusts how best the requirements for NVQ support can be better synchronised with HEI preparation for mentors, enablers and assessors.
3. Continue to increase, where appropriate, flexibility in mode, place and time.

14 References:

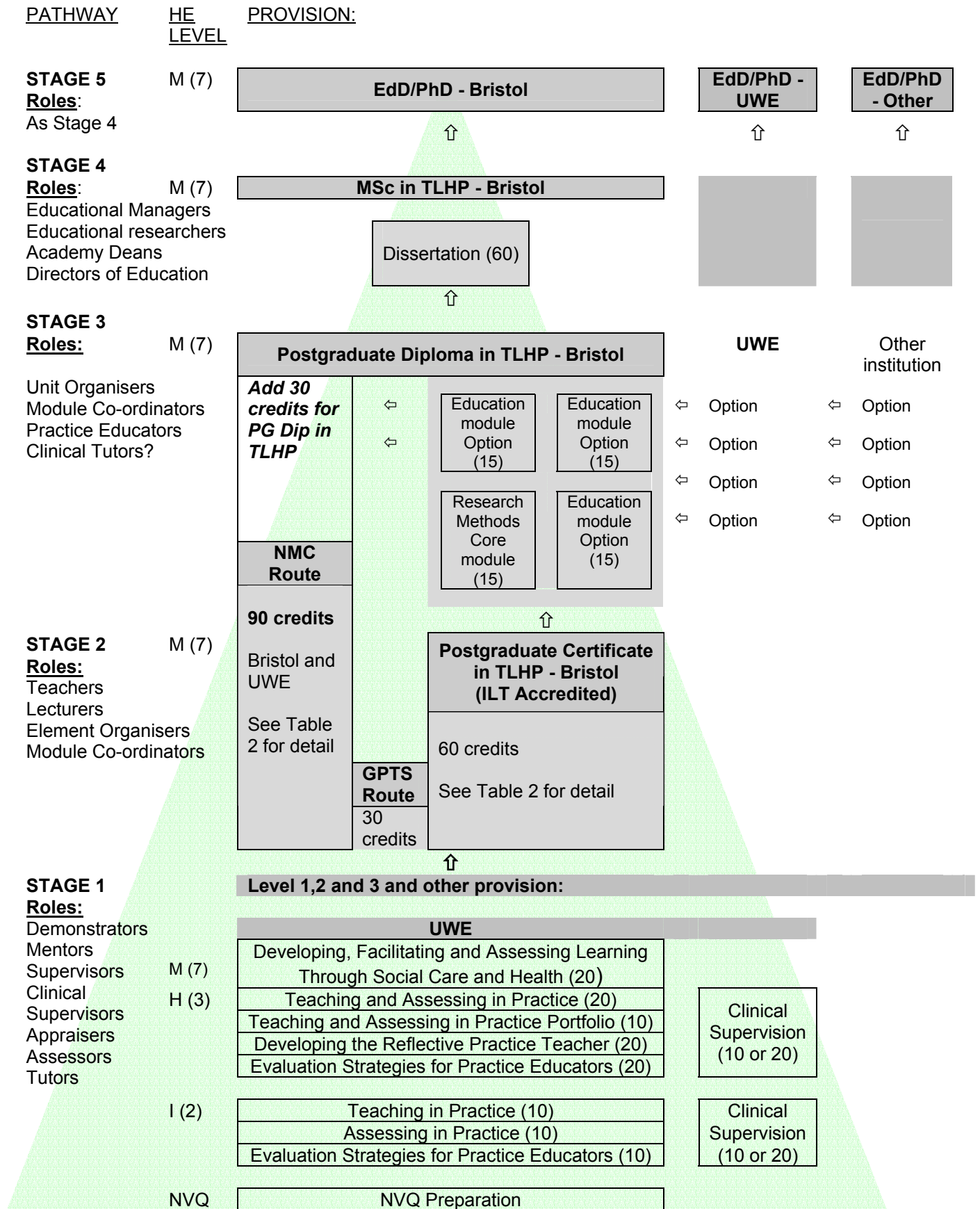
1. DoH (2000) *A Health Service of all the talents: Developing the NHS Workforce*. London: DoH
2. DoH (2001) *Investment and Reform for NHS Staff – Taking forward the NHS Plan*. London: DoH
3. DoH (2000) *Making a Difference: Strengthening the nursing, midwifery and health visiting contribution to health and healthcare*. London: DoH
4. DoH (2000) *Meeting the Challenge: A Strategy for Allied Health Professions*. London: DoH
5. DoH (2004) *The NHS Improvement Plan – Putting People at the Heart of Public Services*. London: DoH
6. 2004 *HR Strategic Report: Developing and sustaining a world class workforce of educators and researchers in health and social care*. A report to the Strategic Learning and Research Committee (StLaR) containing an account of present circumstances and suggested recommendations, leading to a Human Resource Strategy for educators and researchers in health and social care

15 Glossary

APL	Accredited Prior Learning
FE	Further Education
HEI	Higher Education Institution
NHS	National Health Service
NMC	Nurses and Midwives Council

UWE University of the West of England
WDC Workforce Development Confederations

Table 1: Pathway for training in learning and teaching, teaching skills and educational management.



Stages refer to:

1. Those practitioners who support students as part of their role in service.
2. Main cadre of teachers, lecturers, organisers of education.
3. Those with a co-ordinating interest, small to medium scale educational management roles
4. Those with major co-ordinating interest, large scale educational management roles and research interests

