

BUILDING ACADEMIC CREDIT FROM THE ENDOSCOPY STUDY DAYS AND EXPERIENCE-UNIVERSITY OF THE WEST OF ENGLAND

Today you have been introduced to some important new knowledge that can have some positive impacts on your current role in caring for patients. Hopefully, you will find time after today to reflect on your learning, document this in your portfolio and design an action plan. The action plan should include activities such as supervision, shadowing opportunities, demonstrating new skills, networking, reflections and further reading. The action plan could contribute to your next appraisal, or your next NMC validation, or/and support any negotiations with your manager for further work-based learning.

Outcomes of these activities with evidence that can be verified by your manager or supervisor, plus your reflections of the study day and action plan could contribute to academic accreditation through an Evidencing Work-based Learning Module (EWBL). As Doncaster & Garnett (2000) identify the quality of the learning is dependent on the reflection activity and not the experience alone. It is the learning that the university can give credit for. A twenty credit module should be supported by 200 nominal hours of specific experience and study.

The award of academic credit for learning normally has a time limit of 10 years. So there is the opportunity to collect and use retrospective evidence. If it is older than 10 years and you can prove currency in that the learning has been kept up to date and currently informs your practice then you can still make a claim for academic credit.

The credit could also contribute to a Bachelor of Science (BSc) or Masters programme of study. Below are two examples of how evidence can be used for a Masters EWBL module (similar process as BSc but more advanced) and how further learning can be spiralled in a Masters programme.

References:

Doncaster, K. & Garnett, J. (2000) Effective work-based learning partnerships from Middlesex University. *Education Through Partnerships*. Vol. 4(1).

Example 1. How to gain academic credit for the Endoscopy workshop and work-based learning.

Example case study:

Staff nurse B works in a busy endoscopy clinic and has undertaken a specific study day on current practices and intends to use this knowledge and advance her skills through supervised practice in her workplace. Her overall aim is to gain academic credit for her learning which can later be transferred to a Masters programme of her choosing through accreditation of learning (AL).

The generic learning outcomes of the Evidencing Work-based Learning Module, (EWBL) level 3 or level M, can be interpreted by her or her manager by selecting appropriate competences from the Endoscopy Skills for Health, see:

<http://www.skillsforhealth.org.uk/page/competences/completed-competences-projects/list/endoscopy?ID=36>

or others specifically designed and agreed with the academic facilitator for the EWBL module.

A learning contract is agreed between the learner, manager and academic. The contract should include protected time in practice for the learner to practice the skills under supervision and to use the electronic library and resources available from the workplace.

The learner is responsible for the learning contract, gaining written feedback, collecting portfolio evidence and maintaining a reflective log. The assessment method will be determined by the learner, mentor (supervisor) and the academic. Contact time with the academic can be negotiated from a distance or face to face, within a group, or individually.

Vehicles for learning (A= assessment)

- Endoscopy Study Day, plus work book
- Endoscopy Skills for Health
- Learning Contract - A
- Experience, plus reflective logs, plus evidence. A
- Supervision
- Reflection on advancing skills, significant learning. A

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Outcomes

- EWBL module 20 credits at level 3 or Masters.
- Later transfer the credit (AL) onto an award route eg MSc. Advanced Practice.

Module codes: UZWRGF-20-3 or UZWRH4-20-M

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Example 2. How to spiral learning from the initial study day through EWBL and a Masters route.

Example Case study:

Sister A is a Consultant Nurse working in a large progressive endoscopy clinic. The unit has been very innovative with Teleconferencing to advance skills of some European doctors working in Eastern block countries.

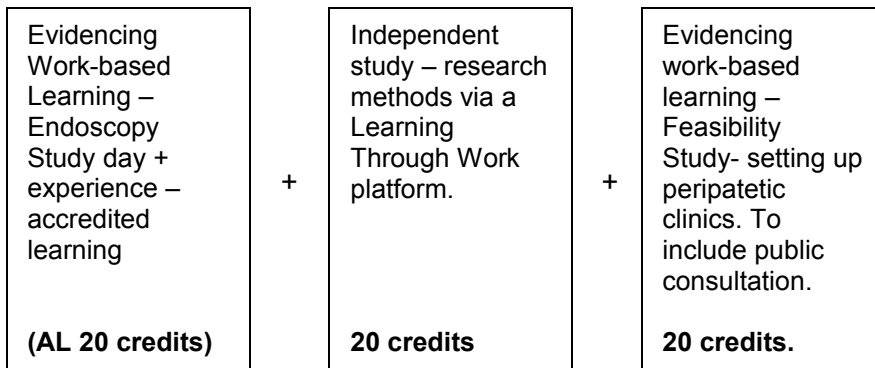
Like staff nurse B, the sister attended the endoscopy study day and accredited the learning through an Evidencing Work-based Learning module (EWBL) at Masters level. Currently she is undertaking a Masters in Advanced Practice and this EWBL module credit has been transferred into her current award route. The amount of credits accrued in year one was 60 credits, making the overall total 80 credits. In discussion with her manager and academic advisor she has decided to use the remaining 100 credits as Independent study to cover future work-based learning which has been planned to include own and organisational needs.

The future includes a feasibility study to propose the setting up of peripatetic endoscopy clinics in the region, using Teleconferencing as the link with the medical consultant at the main district hospital, and public consultation. Her dissertation will be an action research project to set up the clinics.

Year 1

A total of **60 credits** which included a core module and 2 choice modules, attracting 20 credits each

Year 2



Year 3-4

Dissertation – Action Research Project to include: Ethical approval, Training of staff, implementing clinics and evaluating the effectiveness, plus action plan for improving the practice.

60 credits.