# Course Specification

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| **Published Date:** | 21-May-2021 |
| **Produced By:** | Oliver Jones |
| **Status:** | Validated |

# Core Information

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|---|---|---|---|
| **Awarding Body / Institution:** | University of Wolverhampton | | |
| **School / Institute:** | Institute of Health | | |
| **Course Code(s):** | HW051Z31UV | Part-time | 1 Years |
| **Course Title:** | Advocacy and Education for Quality Improvement in Practice (A-EQUIP) | | |
| **Hierarchy of Awards:** | University Statement of Credit Advocacy and Education for Quality Improvement in Practice (A-EQUIP) | | |
| **Language of Study:** | English | | |
| **Date of DAG approval:** | | | |
| **Last Review:** | | | |
| **Course Specification valid from:** | 2020/1 | | |
| **Course Specification valid to:** | 2026/7 | | |

# Academic Staff

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| **Course Leader:** | Ms Rachel Clarke |
| **Head of Department:** | Mrs Alison Hay |

# Course Information

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| **Location of Delivery:** | University of Wolverhampton |
| **Category of Partnership:** | Not delivered in partnership |
| **Teaching Institution:** | University of Wolverhampton |
| **Open / Closed Course:** | This course is open to all suitably qualified candidates. |

## Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

Applicants are required to have the support of their employer and to have access to a relevant practice environment and a suitably trained Practice Assessor for the assessment of the Professional Advocate competencies.

## Distinctive Features of the Course:

- The course is developed in collaboration with Health Education England.
- It is based on the A-Equip model as advocated by NHS England.
- The course prepares individuals for the role of Professional Advocate.
- The course provides an opportunity to be immersed in a model of peer group clinical supervision in preparation for facilitating restorative peer group sessions in the future.

## Educational Aims of the Course:

The course supports the fulfilment of the role of the Professional Advocate by preparing individuals to be skilled in implementing the A-Equip framework. This course is applicable to all health professions.

A-Equip is an acronym for 'Advocating for Education and Quality Improvement' and is supported by NHS (England) to fulfil four key functions of;

• education and development and personal growth (formative);

• ethical and safe practice based on autonomous responsible and skilled practitioners (normative);

• supporting the development of resilience and a climate of support through effective clinical supervision (restorative);

• and transforming care through organisational and cultural change (compassionate leadership).

## Intakes:

Various (See Course Structure Below)

## Major Source of Funding:

OTHER FUNDING

## Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be

published on the University website.

| Year | Status | Mode | Amount |
|---|---|---|---|
| No related data | | | |

PSRB:

None

Course Structure:

# January (Part-time)

## Year 1

| Module | Title | Credits | Period | Type |
|---|---|---|---|---|
| 7HW138 | Professional Advocate | 20 | INYR | Core |

# March (Part-time)

## Year 1

| Module | Title | Credits | Period | Type |
|---|---|---|---|---|
| 7HW138 | Professional Advocate | 20 | INYR | Core |

# May (Part-time)

## Year 1

| Module | Title | Credits | Period | Type |
|---|---|---|---|---|
| 7HW138 | Professional Advocate | 20 | CRYRA | Core |

# August (Part-time)

## Year 1

| Module | Title | Credits | Period | Type |
|---|---|---|---|---|
| 7HW138 | Professional Advocate | 20 | INYR | Core |

# November (Part-time)

## Year 1

| Module | Title | Credits | Period | Type |
|---|---|---|---|---|
| 7HW138 | Professional Advocate | 20 | INYR | Core |

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

# Learning, Teaching and Assessment

## Academic Regulations Exemption:

None.

## Reference Points:

University Policies and Regulations

Equality Act (2010)

Health Education England: https://www.hee.nhs.uk/

NHS England: https://www.england.nhs.uk/mat-transformation/implementing-better-births/a-equip/a-equip-education/

## Learning Outcomes:

UG Credit Course Learning Outcome 1 (UCCLO1)

Critically appraise the application of the A-Equip model to the role of the Professional Advocate.

UG Credit Course Learning Outcome 2 (UCCLO2)

Demonstrate critical understanding of the role of the Professional Advocate in supporting the education and professional development of others through compassionate leadership

UG Credit Course Learning Outcome 3 (UCCLO3)

Demonstrate competence in the facilitation of restorative clinical supervision to promote personal wellbeing and professional growth in others.

UG Credit Course Learning Outcome 4 (UCCLO4)

Critically evaluate the role of the Professional Advocate in creating positive environments for safe and effective care for both staff and patients.

## Overview of Assessment:

| Module | Title | Course Learning Outcomes |
|---|---|---|
| 7HW138 | Professional Advocate | UCCLO1, UCCLO2, UCCLO3, UCCLO4 |

## Teaching, Learning and Assessment:

The course will be structured using flipped learning involving pre-session activities, directed workshops, self-directed learning, engagement in discussion forums and other supported activities, including participation in peer group supervision. Reflective practice will be integral to the module and case studies will be used to enhance learning. Teaching content will be delivered through a combination of synchronous and asynchronous activity.

Teaching and Learning Activities would include;

• Panopto recorded lectures

• Group work

• Case studies

• Discussion forums.

Formative assessment;

• Quizzes

• Group work utilising a case study

## Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

## Student Support:

General University Support:

University Libraries are the key source of academic information for students. Libraries provide access to a wide range of on-line information sources, including eBooks, eJournals and subject databases.

Libraries also provide students with academic skills support via the Skills for Learning programme. Students can access a range of on-line skills material at:

*www.wlv.ac.uk/lib/skills*

Module leader

Course leader

Student health and wellbeing – need to confirm what support they can access as I think they can access all services?

## Employability in the Curriculum:

The course is intrinsically linked to the role of the Professional Advocate currently being used within nursing and midwifery but is equally applicable to other health professions. It an NHS (England) initiative to support the post-Covid recovery response investing in the health and wellbeing of healthcare practitioners.

