Programme Specification

Programme Title: Multi-professional Support of Learning and Assessment in Practice (MSLAP)

Awarding Institution:	University of Bolton
Teaching Institution:	- University of Bolton – Credit Bearing Courses - Bolton Hospital Foundation NHS Trust – Non Credit Bearing - Pennine Acute Hospitals NHS Trust – Non Credit Bearing - Central Manchester Foundation Trust – Non Credit Bearing - Greater Manchester West Mental Health Foundation Trust – Non Credit Bearing - Lancashire Teaching Hospitals Foundation Trust – Non Credit Bearing
Division and/or Faculty/Institute:	Academic Subject Group- Health & Community Studies

Professional accreditation	Professional body	Professional body URL	Status of graduates
	Nursing & Midwifery Council	http://www.nmc-uk.org/	

Final award(s):	Diploma of Continuing Professional Development – Multi-professional Support of Learning and Assessment in Practice – HE5 Advanced Diploma of Continuing Professional Development -Multi-professional Support of Learning and Assessment in Practice HE6 Advanced Diploma of Continuing Professional Development Multi-professional Support of Learning and Assessment in Practice – HE7 NMC Approved Multi-professional Support of Learning and Assessment in Practice (Non Credit Bearing)
Interim award(s)	None
Exit or Fallback award(s)	None

Programme title(s)	Multi-professional Support of Learning and Assessment in Practice Multi-professional Support of Learning and Assessment in Practice (Non Credit Bearing)
UCAS Code	N/A
JACS Code	B700
University Course Code(s)	Part Time – HLT
QAA Benchmark Statement(s)	The following benchmark statement have been utilised to develop this BSc programme Health Studies (2008) Bachelor Degree with Honours http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Healthstudies08.pdf
Other internal and external reference points	The NMC (2008) Standards to support learning and assessment in practice. QAA Academic Infrastructure, including the Framework for Higher Education Qualifications and the Code of Practice UK Quality Code for Higher Education http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Quality-Code-Chapter-A1.pdf QAA Code of Practice for the Assurance of Academic Quality and Standards in HE: Section 9 Work-Based and Placement Learning September 2007 Nursing and Midwifery Council
Language of study	English
Mode of study and normal period of study	Part time 1 trimester in length

	Or
	2 trimester in length

Admissions criteria

Current registration with a professional body, for example the Nursing and Midwifery Council or Health Professions Council.

and

At least 12 months post registration experience

and

A nomination or reference from the current or most recent employer \ manager or equivalent.

and

English language requirements for overseas students are minimum requirements of IELTS score of 6.0.

Additional admissions matters

Evidence of current or recent work experience in your professional field.

Access to a learner in practice whilst on the programme (for nurses and midwives this must be a learner on a NMC approved programme; such as Pre-registration student).

Access to a qualified mentor to support and assess you in practice.

If funded by NHS Employer – you must apply via CPA apply. Contact your employing CPD lead

If self funding then apply using the University of Bolton application

Fitness to practise declaration

Yes

Aims of the programme

     To prepare students to undertake the role of 'Mentor' and fulfil the requirements of their respective statutory bodies.

     To enable students to develop a reflective approach to their personal development in the context of mentoring others

The principal aims of the programme are to enable you to acquire and demonstrate:

1. An enhanced critical awareness of current issues within the role and responsibilities of a mentor
2. An in-depth knowledge of the learning, teaching and assessment of learners in

practice and an understanding of the principles and theories which underpin them.

3   The achievement of the professional body's requirements to become a mentor in practice.

4   High levels of proficiency, as opportunities afford, in the key skills commensurate with yours and the learners individual personal and professional developmental planning needs; including team skills, problem solving, oral and written communication skills, and information and communication technology

5   An ability to teach, facilitate learning and assess learning in practice

6   The ability to take responsibility for the extension of your own learning and to exercise independent judgement in the investigation, analysis and evaluation of the role of the mentor in your own practice area.

Distinctive features of the programme

Teaching facilities - The modules will be delivered in the brand new (2012) modern state of the art facilities in Bolton One, these include modern classroom teaching facilities.

Off site provision at employing NHS Trust facilities (subject to Trust agreement)

Collaborative working with NHS North West, NHS Organisations and Cheshire Hospices Education.

The modules on the programme are funded through a service level agreement (SLA) with NHS North West.

Practitioners (PEF's) are invited as a guest speaker from the field of health and social and are regularly utilised within the taught modules so that students have first hand live examples of current practice and documentation.

Inter professional learning is embedded throughout the programme. The programme is undertaken by a number of different healthcare practitioners and this provides the opportunity to explore issues from a variety of perspectives.

Programme learning outcomes

K. Knowledge and understanding
On completion of the programme you will be able to demonstrate systematic knowledge and understanding of:

1. Ethical principles, values and moral concepts inherent in the role of the mentor in practice setting

2. Professional Bodies' requirements of the mentors role and responsibilities in supporting, teaching and assessing learners in the practice setting.

3. The factors that influence how students integrate into the practice setting.

4. The underpinning theories in relation to the facilitating of learning, such as learning theories, domains of learning and learning styles.

5. The ways to support, facilitate assess and evaluate the needs of learners in your practice setting.
6. A breadth of assessment strategies used in the practice setting and the theories that underpin them.
7. The principles informing your accountability for your scope of professional practice
8 Reflective practice and how to support students to critically reflect on their learning experiences.
9. Research and evidence-based practice concepts from within your area of practice and be able to disseminate this to your learners.
C. Cognitive, intellectual or thinking skills On completion of the programme you will be able to demonstrate the ability to:
1. Critically analyse and evaluate practice and theoretical evidence which contributes to an understanding of our role as a mentor.
2. Identify, apply and make links between research, theory and practice.
3. Critically reflect on your personal development
4. Self-direct and use original approaches to problem solving
5. Recognise your own responsibilities and wider accountability structure in relation to self and practice
P. Practical, professional or subject-specific skills On completion of the programme you will be able to demonstrate the ability to:
1. Establish effective working relationships and maintain professional boundaries
2. Identify and assess a students learning needs in the context of individual interaction within your practice setting
3. Develop focussed interventions using a range of learning experiences to facilitate the students learning in practice and meet their learner's needs.
4. Assess student's progress and abilities in practice and have an in-depth understanding of your accountability for the decision you make to pass or fail a student, especially when assessing proficiency requirements at the end of a programme.
5. Reflect on your own practice, give and receive constructive feedback.
6. Evaluate the learning teaching and assessment experiences of student learning in your practice setting
7. Utilise your leadership skills in supporting, facilitating, assessing and evaluating student learning in your practice setting
8. Create an optimum learning environment for students in which effective practice is fostered, implemented, evaluated and disseminated.
9. Meet the professional bodies stated standards / domains or outcomes for your role as a mentor; such as; SSLAiP Standards (2008)
T. Transferable, key or personal skills On completion of the programme you will be able to demonstrate the ability to:
1. Utilise written and communication skills effectively
2. Use information and communication technology appropriately and effectively

3. Work effectively in teams utilising your leadership skills	

4. Utilise problem solving skills

5. Engage in continuing professional development and direct personal development

6. Prioritise your work load to accommodate the support of students in your practice placement

Programme structure

The programme is one module in length and requires you to undertake and successfully complete one out of the 12 differing 20 credit modules which have been designed to meet yours and the stakeholder needs in practice. There is a further option to undertake and complete the Non credit bearing module if you do not wish to attain academic credits for this qualification

You will choose and access the relevant module through negotiation with your practice manager according to your academic level, preferred time scales for completion and preferred mode of delivery.

There are 13 options that you can choose from:

Taught delivery – which involves a face to face delivery either attending a number of set full days (15 week programme) or half days (30 week programme)

On-line delivery – where you will access the on-line / e-learning resources at a convenient time over 15 weeks or 30 weeks duration from start to completion.

From the above modes of delivery – Taught or On-line you will then need to decide the Academic level – the differing academic levels offered for all modes of delivery are: HE5 or HE6 or HE7

OR you can choose to undertake the Non credit bearing course – delivered by a number of approved NHS partners at your employing trust if you do not wish to accrue the academic credits

See below for module codes for each length, mode and academic level

Module Code	Module title	Core/ Option/ Elective (C/O/E)	Credits	Length (1, 2 or 3 periods)
HLT 5015	Multi-professional Support of Learning and Assessment in Practice (15 week Taught)	N/A	20	1
HLT 5013	Multi-professional Support of Learning and Assessment in Practice (30 week Taught)	N/A	20	2

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HLT 5016	Multi-professional Support of Learning and Assessment in Practice (15 Week on-line)	N/A	20	1
HLT 5014	Multi-professional Support of Learning and Assessment in Practice (30 week On-line)	N/A	20	2
HLT 6058	Multi-professional Support of Learning and Assessment in Practice (15 week Taught)	N/A	20	1
HLT 6056	Multi-professional Support of Learning and Assessment in Practice (30 week Taught)	N/A	20	2
HLT 6059	Multi-professional Support of Learning and Assessment in Practice (15 Week On-line)	N/A	20	1
HLT 6057	Multi-professional Support of Learning and Assessment in Practice (30 week On-line)	N/A	20	2
HLT 7045	Multi-professional Support of Learning and Assessment in Practice (15 week Taught)	N/A	20	1
HLT 7046	Multi-professional Support of Learning and Assessment in Practice (15 Week on-line)	N/A	20	1
HLT 7043	Multi-professional Support of Learning and Assessment in Practice (30 week Taught)	N/A	20	2
HLT 7044	Multi-professional Support of Learning and Assessment in Practice (30 week On-line)	N/A	20	2
NCB	NMC approved Multi-professional Support of Learning and Assessment in Practice (Non Credit Bearing)		None	1

Learning and teaching strategies

Our aim at all times is to deliver a stimulating, challenging and engaging programme of study, to help you broaden and deepen your knowledge and develop the essential skills to study for the award. The strategies for teaching and learning are consistent with those adopted for the provision of professional education in health care. It is recognised that

participants in the programme are extending their previous professional practice education to develop their contribution to effective and efficient quality care in the practice setting. Accordingly approaches to teaching and learning seek to utilise and build upon the participants' current knowledge and experience as practitioners, therefore practice based learning is integral, valued and drawn upon throughout. Participants will undergo a programme which balances exposure to subject knowledge, theoretical perspectives and professional/practical skills.

A wide variety of teaching and learning strategies will be used on this course. They include lectures, presentations, simulations delivered by tutors, seminar discussion, small group workshops, small group tutorials and one to one tutorials. In addition the use of the virtual learning environments (VLE) – will include E-learning packages via MOODLE, Podcasts and video presentations et cetera. It is therefore essential that you use these to their full advantage and access them on a regular basis. Failure to do so could potentially hinder your learning and progression within the course.

It is important to realise that the time spent with a tutor during formally timetabled classes and the VLE packages is only a very small part of the learning time identified for a module. In addition to the contact time with lecturers and use of the VLE's a significant amount of personal study should be undertaken. This personal study time should be spent, for example, engaging in general background reading, preparing for seminar activities, working on assignments or revising for examinations. Early in your studies guidance will be provided as to how you can make best use of this time. As you progress through your programme however, this guidance will become less structured and prescriptive. It is expected that you will demonstrate significant independence in your study taking responsibility for the management of your own learning time.

Learning activities (KIS entry)

	Taught	On-line
Scheduled learning and teaching activities	24%	10%
Guided independent study	76%	90%
Placement/study abroad	0%	0%

Assessment strategy
The assessment strategy for the programme is designed to ensure that students achieve the overall aims and learning outcomes of the programme. A range of formative and summative assessment methods are used on the programme including, essay and portfolio development. Good use is also made of formative assessment in order to promote student learning. Each module has the same clearly identified aims, learning outcomes, and the nature and type of assessment is clearly specified and linked to these learning outcomes. The full module specifications describe the assessment briefly and the module handbook will provide you with additional helpful information.

Assessment methods (KIS entry)

	Year 1
Written exams	**0%**
Coursework	**100%**
Practical exams	**0%**

Assessment regulations

- Assessment Regulations for Undergraduate Modular Programmes
- Assessment Regulations for Postgraduate Modular Programmes
-

Grade bands for the Credited Course
(*for information only at this stage – the Assessment regulations are being revised for September 12.)*

Grade Description

Work of exceptional quality	High	80+
	Middle	75-79
	Low	70-74

Work of very good quality	High	67-69
	Middle	64-66
	Low	60-63

Work of good quality	High	57-59
	Middle	54-56
	Low	50-53

Work of satisfactory quality	High	47-49
	Middle	44-46
	Low	40-43

Borderline fail   35-39

Fail   Below 35

Grade bands for the Non Credited Course
Not graded – given a: Pass or Fail -

Role of external examiners

External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process.

Support for student learning

- The programme is managed by a programme leader
- An Induction programme introduces you to the University and your programme
- You will be allocated a personal tutor, responsible for support and guidance
- Personal Development Planning (PDP) is integrated into all programmes
- Feedback on formative and summative assessments
- A Student Centre providing a one-stop shop for information and advice
- University support services include housing, counselling, financial advice, careers and a disability
- A Chaplaincy
- Library and IT services
- Student Liaison Officers attached to each Subject group
- The Students' Union advice services
- University Student handbook and Programme Handbooks which provide information about the programme and University regulations
- The opportunity to develop skills for employment
- English language support for International students
- Colleagues at work
- Line managers
- Mentors

Methods for evaluating and enhancing the quality of learning opportunities

- Programme committees with student representation
- Module evaluations by students
- Students surveys, e.g. National Student Survey (NSS),
- Annual quality monitoring and action planning through Programme Quality Enhancement Plans (PQEPs), Data Analysis Report (DARs) Subject Annual Self Evaluation Report (SASERs), University Quality Enhancement Plan (UQEP)
- Peer review/observation of teaching
- Professional development programme for staff
- External examiner reports

Other sources of information

Student portal http://www.bolton.ac.uk/Students/Home.aspx

Students Union
http://www.bolton.ac.uk/ProspectiveStudents/WhatsOnCampus/StudentsUnion.aspx

University Student Handbook: http://www.bolton.ac.uk/Students/Home.aspx

Programme Handbook
Student Entitlement Statement http://www.bolton.ac.uk/termsandconditions/Home.aspx

Module database http://data.bolton.ac.uk/academicaffairs/index.html

Moodle http://elearning.bolton.ac.uk/course/view.php?id=5378

External examiners reports
http://www.bolton.ac.uk/Quality/QAEContents/ExternalExaminersReports/Home.aspx

Careers Services
http://www.bolton.ac.uk/ProspectiveStudents/WhatsOnCampus/StudentSupport/Careers.aspx

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Approved by:	
Date approved:	
Effective from:	
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Learning outcomes map

Module title	Mod Code	Status C/O/E	K1	K2	K3	K4	K5	K6	K7	K8	K9	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	P6	P7	P8	P9	T1	T2	T3	T4	T5	T6
Multi-professional Support of Learning and Assessment in Practice	HLT 5015	N/A	DT	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	D	DT	DA	DA	DTA
Multi-professional Support of Learning and Assessment in Practice	HLT 5013	N/A	DT	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	D	DT	DA	DA	DTA
Multi-professi	HLT 501	N/A	DT	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	D	DT	DA	DA	DTA

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Module	Code																														
onal Support of Learning and Assessment in Practice	6																														
Multi-professional Support of Learning and Assessment in Practice	HLT 5014	N/A	DT	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	D	DT	DA	DA	DTA
Multi-professional Support of Learning and Assessment in	HLT 6058	N/A	DT	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	D	DT	DA	DA	DTA

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Practice	HLT 6056																														
Multi-professional Support of Learning and Assessment in Practice	HLT 6059	N/A	DT	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	D	DT	DA	DA	DTA
Multi-professional Support of Learning and Assessment in Practice	HLT 6057	N/A	DT	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	D	DT	DA	DA	DTA
Multi-professi	HLT 704	N/A	DT	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	D	DT	DA	DA	DTA

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Module	Code																												
onal Support of Learning and Assessment in Practice	5																												
Multi-professional Support of Learning and Assessment in Practice	HLT 7046	N/A	DT	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	D	DT	DA	DA	DTA
Multi-professional Support of Learning and Assessment in	HLT 7043	N/A	DT	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	D	DT	DA	DA	DTA

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Practice																													
Multi-professional Support of Learning and Assessment in Practice	HLT 7044	N/A	DT	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	D	DT	DA	DA	DTA
Multi-professional Support of Learning and Assessment in Practice	HLT 7004	N/A	DT	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	D	DT	DA	DA	DTA
Non Credit Bearing Multi-professional	NCB	N/A	DT	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	D	DT	DA	DA	DTA

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Support of Learning and Assessment in Practice																														

K. Knowledge and understanding   P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills   T. Transferable, key or personal skills

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Complete the grid using the following (Developed = D, Taught = T, Assessed = A)

Module listing

Module title	Mod Code	New? ✓	Level	Credits	Type	Core/Option/Elective C/O/E	Pre-requisite module	Assessment 1			Assessment 2			Assessment 3			Assessment 4		
								Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if Final item
Multi-professional Support of Learning and Assessment in Practice – Taught	HLT 5015	✓	5	20	Stan	N/A	N/A	CW	50%	Y	CW	50%							
Multi-professional Support of Learning and Assessment in Practice on-line	HLT 5013	✓	5	20	Stan	N/A	N/A	CW	50%	Y	CW	50%							

Multi-professional Support of Learning and Assessment in Practice – Taught	HLT 5016	✓	5	20	Stan	N/A	N/A	CW	50%	Y	CW	50%						
Multi-professional Support of Learning and Assessment in Practice on-line	HLT 5014	✓	5	20	Stan	N/A	N/A	CW	50%	Y	CW	50%						
Multi-professional Support of Learning and Assessment in Practice – Taught	HLT 6058	✓	6	20	Stan	N/A	N/A	CW	50%	Y	CW	50%						
Multi-professional Support of Learning and Assessment in Practice on-line	HLT 6056	✓	6	20	Stan	N/A	N/A	CW	50%	Y	CW	50%						

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Multi-professional Support of Learning and Assessment in Practice – Taught	HLT 6059	✓	6	20	Sta n	N/A	N/A	CW	50%	Y	C W	50 %							
Multi-professional Support of Learning and Assessment in Practice on-line	HLT 6057	✓	6	20	Sta n	N/A	N/A	CW	50%	Y	C W	50 %							
Multi-professional Support of Learning and Assessment in Practice – Taught	HLT 7045	✓	6	20	Sta n	N/A	N/A	CW	50%	Y	C W	50 %							
Multi-professional Support of Learning and Assessment in Practice on-line	HLT 7046	✓	7	20	Sta n	N/A	N/A	CW	50%	Y	C W	50 %							

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Multi-professional Support of Learning and Assessment in Practice – Taught	HLT 7043	✓	7	20	Stan	N/A	N/A	CW	50%	Y	CW	50%						
Multi-professional Support of Learning and Assessment in Practice on-line	HLT 7044	✓	7	20	Stan	N/A	N/A	CW	50%	Y	CW	50%						
Multi-professional Support of Learning and Assessment in Practice on-line	HLT 7004	✓	7	20	Stan	N/A	N/A	CW	50%	Y	CW	50%						
Non Credit Bearing Multi-professional Support of Learning and Assessment in Practice	NCB	✓	5	N/A	Stan	N/A	N/A	CW	50%	Y	CW	50%						

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Bolton Key Core Curriculum requirements

| Module Title | Module Code | C/O/E | Employability | | | | | | | | | | | Bolton Values | | |
			PDP	Communication	Team work	Organisation & Planning	Numeracy	Problem solving	Flexibility & adaptability	Action planning	Self awareness	Initiative	Personal impact &	Inter-nationalisatio	Environmental	Social, public and ethical responsibilit
Multi-professional Support of Learning and Assessment in Practice	HLT 5015	N/A	TDA	DA	D	DA		TDA	D	TDA	D	D	D	D	D	DA
Multi-professional Support of Learning and Assessment in Practice on-line	HLT 5013	N/A	TDA	DA	D	DA		TDA	D	TDA	D	D	D	D	D	DA
Multi-professional Support of Learning and Assessment in	HLT 5016	N/A	TDA	DA	D	DA		TDA	D	TDA	D	D	D	D	D	DA

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Practice																
Multi-professional Support of Learning and Assessment in Practice on-line	HLT 5014	N/A	TDA	DA	D	DA		TDA	D	TDA	D	D	D	D	D	DA
Multi-professional Support of Learning and Assessment in Practice	HLT 6058	N/A	TDA	DA	D	DA		TDA	D	TDA	D	D	D	D	D	DA
Multi-professional Support of Learning and Assessment in Practice on-line	HLT 6056	N/A	TDA	DA	D	DA		TDA	D	TDA	D	D	D	D	D	DA
Multi-professional Support of Learning and Assessment in Practice	HLT 6059	N/A	TDA	DA	D	DA		TDA	D	TDA	D	D	D	D	D	DA

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Multi-professional Support of Learning and Assessment in Practice on-line	HLT 6057	N/A	TDA	DA	D	DA		TDA	D	TDA	D	D	D	D	D	DA	O	D
Multi-professional Support of Learning and Assessment in Practice	HLT 7045	N/A	TDA	DA	D	DA		TDA	D	TDA	D	D	D	D	D	DA		
Multi-professional Support of Learning and Assessment in Practice on-line	HLT 7046	N/A	TDA	DA	D	DA		TDA	D	TDA	D	D	D	D	D	DA		
Multi-professional Support of Learning and Assessment in Practice	HLT 7043	N/A	TDA	DA	D	DA		TDA	D	TDA	D	D	D	D	D	DA		
Multi-professional	HLT 7044	N/A	TDA	DA	D	DA		TDA	D	TDA	D	D	D	D	D	DA		

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Support of Learning and Assessment in Practice on-line																
Non Credit Bearing Multi-professional Support of Learning and Assessment in Practice	NCB	N/A	TDA	DA	D	DA		TDA	D	TDA	D	D	D	D	D	DA

Complete the grid using the following (Developed = D, Taught = T, Assessed = A)

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