

Postgraduate work-based learning on transfusion delivered by Swansea University

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Better Blood Transfusion Team

Welsh Blood Service

BBTS Annual Conference

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Why?

BBTS Nursing Committee – *no structured education for nurses who are TPs*

2011/2: BBTS Specialist Certificate in Transfusion (Nursing/TP modules)

...but need to extend provision to include BMS TPs

2013-14: Swansea University approached to collaborate with BBTS



MSc/PGDip/PGCert in Advanced Specialist Blood Transfusion

- Academically accredited course focussing on transfusion practice
- First cohort started September 2015

Who's it for?

- Students should be working in:
 - blood collection
 - component donation
 - therapeutic apheresis
 - Better Blood transfusion/Patient Blood Management
 - members of hospital transfusion teams

“Look beyond your day job”

3 award routes:

- PG Cert. (1 year)
 - PG Dip. (2 year)
 - MSc (3 year)
-
- All at level 7 / M level
-
- Part time (7/3/3 contact days per year + webinars)



WORK-BASED LEARNING

Work-based learning

Advantages

- Learning in your own workplace, in your own time/pace
- Student has governance of their own learning
- Supported by a clinical facilitator
- Resources and support

Disadvantages

- Distance (feeling removed from the seat of learning)
- Discipline
- Understanding of work-based learning

Year 1 / PG Cert

- 3 modules
 - The Work Place Learning Journey
 - The History, Science and Practice of Blood Transfusion
 - Clinical Governance and its Impact on Managing Adverse Events in Blood Transfusion
- 20 credits each
- 7 contact days (4 day intro.) + webinars

Year 2 / PG Dip

- 2 modules
 - Advanced Specialist Practice in Blood Transfusion
 - Advanced Clinical Governance and Contemporary Issues
- 30 credits each
- 3 contact days + webinars

Year 3 / MSc

- 1 module
 - Professional Practice in in Advanced Specialist Blood Transfusion Practice
- 60 credits
- 3 contact days + webinars

Learning outcomes

- These are the what is sought to be achieved from the module
- Every module has 3 or 4 set learning outcomes
- Student also develop two learning outcomes pertinent to their field of practice appropriate to their individual learning needs

Clinical Governance and its Impact on Managing Adverse Events in Blood Transfusion

1. Define and articulate the core concepts and principles of clinical governance, and undertake and review audits relevant to the student's area of practice.
2. Critically review policies and guidelines in relation to clinical governance, data protection, information governance, Caldicott Guardians and risk management in blood transfusions.
3. In line with current policies and governing bodies critically discuss and debate through reflection risk assessment, risk management and risk reduction in order to promote safer practice in the work place environment and critically evaluate how they impact on practice in line with the SHOT Report.
4. Critically review strategies designed to lead and manage adverse events.
5. Develop two learning outcomes pertinent to the learner's field of practice appropriate to their individual learning needs.

Assessment

- Each module has 3 assignments:
 - Learning contract
 - Critical narrative
 - Portfolio of evidence

Learning contract

- Must be submitted (pass/fail); no weighting
- An agreed contract between the student, university tutor, and clinical facilitator involved on how to achieve the learning outcomes for the module.
- Can be revisited/revised along the learning journey.

Critical narrative

- 1500 word / 6000 word (MSc module); 40% weighting
- Critical reflection of learning evidenced within the portfolio, signposting their learning within the narrative.
- All learning outcomes need to be critically discussed by the student with an in-depth analysis.

Portfolio of evidence

- No set word count; 60% weighting
- Demonstrates achievement of the learning outcomes as agreed in learning contract
- 'Raw data' not enough: the student must analyse, interpret, and assess it, to provide robust evidence of achievement of module learning outcomes.
- Quality not quantity: the portfolio may rest on only a small number of forms of evidence, but must be relevant and appropriate.
- Caution! Remember patient confidentiality must be maintained.

Suggested forms of evidence

SNOB analysis;

Case studies;

Reflective diaries or accounts;

Supervision/learning contract;

Supervision/reflective practice records;

Audio or video tape of reflective practice sessions;

Feedback from peers and line manager;

Research and audit materials;

Notes of team meetings, Group-work or development plans;

Testimonials or accolades;

Flowcharts;

Personal development plans;

Observation of practitioner's everyday practice in work setting;

Questioning patients/clients/colleagues

Other possible sources of evidence

Strategic documents;

Practice based assignments;

Values clarification exercise – own values and beliefs;

Poems, pictures, collages, photos, paintings, and other creative arts media;

Drawings, doodles, diagrams;

Essays and publications;

Thank-you notes/cards from organisation / trust board / patients / clients / relatives;

Action plans and outcomes;

Use of tools – force field analysis, risk benefit analysis;

Organisational documents/reports/ newsletters;

National and local quality awards;

Course documents developed;

360° feedback

Identification of learning needs

A self-needs (SNOB) analysis relating to the learning outcomes of the module to help identify personal learning needs.

- Could form the basis of the learning contract
 - directing personal study
 - what are the needs of the clinical environment in relation to transfusion practice
 - providing a framework for the portfolio.

Clinical Facilitator

- Students need to identify an appropriate clinical facilitator
 - works with them in their area of practice
 - is suitably qualified
 - is able to provide the requisite level of support throughout the course
- CF subject to approval by members of the programme team.
- Supports student in developing and achieving learning needs and learning outcomes.

Summary

- Work-based learning: strongly supported
- Academic course
- Credibility of course through collaboration between BBTS & Swansea
- Developing skills and giving credibility in practice; validation of role
- Demonstration of working to M level
- Discipline, organisation, reflexivity

Interested?

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Thank you for your time