

**Society for Endocrinology and
Oxford Brookes University
Masters Level (work-based learning) Module in Endocrine
Nursing**

(HESC7017 Postgraduate WBL; 40 L7 credits over two semesters)

Guidelines for Candidates



Collaborating exclusively with

**OXFORD
BROOKES
UNIVERSITY**

Part 1: Module overview

Introduction

These Guidelines have been developed by the Society for Endocrinology Nurse Committee to assist Nurse Members wishing to achieve the Work-Based Learning Module in Endocrine Nursing awarded by Oxford Brookes University (HESC7017 Postgraduate WBL; 40 L7 credits over two semesters).

By supporting nurses to complete the module, the Nurse Committee aims to:

- Identify and recognise nurses who have worked on their development as endocrine nurses
- Promote good practice in patient care and clinical management
- Encourage clinicians/hospital managers to look for this qualification when promoting and appointing staff
- Encourage nurses to participate as equal partners in the endocrine community
- Improve the options for networking

Eligibility for the module and engagement with endocrinology

Nurses should be a current member of the Society. They must be working in an endocrinology or related clinic. They must demonstrate sustained critical engagement with the Society for Endocrinology Competency Framework for Adult Endocrine Nursing <https://www.endocrinology.org/careers/training-and-resources/guides/society-for-endocrinology-competency-framework-for-adult-endocrine-nursing-2nd-edition>. Nurses may either self-fund the module, or can apply for a limited number of Society for Endocrinology scholarship. Scholarships applications are competitive. Nurses must be available to register either in the September of the year they are awarded the scholarship, or the following January to complete the final piece of work over two semesters, while registered.

Nurses will need a work-based mentor who will support them throughout the course. Nurses who do not have a work based mentor already are advised to contact the Society who will help with finding one.

It is anticipated that candidates will have studied at level 7, before registering for the module with Oxford Brookes University.

It is also desirable that candidates demonstrate engagement with the Society by:

- Watching the Society's Endocrine Nurse Skills Webinars, which are available live and on-demand and cover essential areas of the Competency Framework and related topics.
- Regularly attend the Society's training events, including the annual Endocrine Nurse Update and SfE BES conference.
- Actively participate in Society events and/or other national/international events, by presenting a poster or oral communication.

Post registration

Once enrolled, nurses are expected to complete the Masters Module in Endocrine Nursing and continue to engage with the Society as above. As a member of the Society, nurses benefit from:

- Help to identify a work-based mentor
- A support network of current and past module candidates
- Access to all the relevant membership benefits, travel grants and scholarships to help with attendance and participation in training events and networking opportunities

Post course completion

Nurses might be approached to:

- Write an article on your personal experience for *The Endocrinologist* magazine following completion of the module.
- Act as an ambassador to encourage other nurses to complete the Masters Module – you may be approached to be a mentor for a student undertaking the module.
- Share their experience of undertaking the module in the Society's Nurse Newsletter.

Masters Level (WBL) module in Endocrine Nursing – Oxford Brookes requirements

Upon registering with Oxford Brookes University, the nurse will be assigned a university tutor who will help to develop an **agreed work-based learning contract** with specific learning outcomes. This is completed over two semesters and assessed by a critically reflective essay.

The specific aims of the module are to:

Facilitate, through a work-based learning contract, the advancement of an area of professional practice by means of an intervention, project or change in practice AND the advancement of your own professional knowledge and skills. The module assignment should thus be structured in such a way as to demonstrate to the work-based facilitator and the university tutor that these two aims have been fulfilled.

The overall module objectives are to:

- Achieve the learning outcomes identified in your own learning contract
- Communicate the outcomes of the learning contract using appropriate academic literacies
- Evaluate alternative approaches in planning and implementing a project or change in practice
- Show a systematic, in-depth knowledge of the specialist subject and an ability to work with theoretical or evidence-based knowledge at the forefront of the discipline

- Be independent in learning and managing own requirements for continuing professional development, making use of others where appropriate
- Demonstrate initiative and personal responsibility in professional practice
- Creative use of knowledge and processes in solving problems or developing practice
- Show awareness and the ability to manage the ethical implications of a project or professional practice.
- Reflect on your own and others' functioning to improve practice

Level 7 assessment – critically reflective essay

The module will be assessed via a critically reflective essay of 3500 – 5000 words, based on the agreed WBL contract and learning outcomes.

Below are some examples of potential learning outcomes:

- Critically engage with and reflect on advanced issues in endocrine nursing
- Identify areas for personal development and articulate plans for personal improvement
- Work with a range of stakeholders and teams to promote best practice in patient care and clinical management
- Lead on resolving clinical problems for patients in endocrinology through the application of evidenced-based practice
- Evaluate and identify current research- generated knowledge, recognise the limitations, and apply the newly acquired knowledge to your endocrine practice

Learning outcomes will be tailored to suit individuals, but please note that the key words *critically engage, identify, stakeholders, promote, lead, resolving, application, evidence based practice* or similar do need to be integrated as this is how the level 7 assessment is judged.

Drawing on the *Competency Framework* and a reflective portfolio, a critically reflective essay will identify key areas of learning and development, and areas for nursing research, service development, and practice development. Indicative activities might include introducing a nurse-led clinic; compiling a patient information sheet; developing outreach services.

Assessment criteria for marking the reflective essay plus indicative portfolio evidence (Copyright: Oxford Brookes University)

M LEVEL MARKING CRITERIA - POSTGRADUATE WORK-BASED LEARNING

DISTINCTION 70% and above	PASS 69-60%	PASS 59-50%	REFER/FAIL 49% and below
PRESENTATION AND PRODUCT (MARKS AVAILABLE: 10%)			
The work is presented in concise and imaginative manner and finished to a high level of accuracy. The style of presentation engages the reader and enhances the nature of the work.	The work is clearly structured, including concise purpose, summaries and overview statements. Referencing and cross referencing is accurate and accessible. All material is valid and relevant and presented coherently and logically.	The work is organised and presented in an appropriate academic style, making the purpose and conclusions clear. Most material included is relevant and presented in a way that guides the reader/observer. Referencing and cross referencing is largely accurate.	The work fails to engage the reader due to poor organisation, lack of an overall structure, poor technical writing skills and/or a lack of a clearly defined purpose. Referencing and/or cross referencing is inadequate. Excessive or irrelevant materials detract from the focus of the work.
KNOWLEDGE BASE AND PERCEPTION (MARKS AVAILABLE: 20%)			
Demonstrates great breadth and depth of knowledge in a complex or specialised area, recognising the limits of the current knowledge base and practice/craft. Theoretical and complex work is well integrated with an in-depth understanding of practice. Key texts are utilised and analysed effectively.	Demonstrates an effective balance between breadth and depth of knowledge. Relevant issues are broached, with complex theoretical concepts recognised and considered alongside practice issues. Key texts are incorporated into arguments in an effective manner.	Demonstrates a sound knowledge base of the topic area, encompassing both the breadth and depth of current knowledge. Key texts are recognised. There is clear understanding of relevant issues, with links between theory and practice fully explored.	The work shows only a superficial knowledge base and/or fails to recognise current thinking on the topic. The work does not convey understanding of the major theoretical and practice related issues relevant to the topic. Key references are omitted and literature presented is sparse and not current.

DIVERSITY (MARKS AVAILABLE: 10%)			
<p>The work demonstrates a deep appreciation of the diversity of people encountered in health and social care.</p> <p>Issues of social justice, discrimination and inequality are sensitively and realistically explored.</p>	<p>A range of perspectives is explored with understanding and respect.</p> <p>Diversity is portrayed as a source of richness. Explicit mention is made of the specific challenges faced by different groups as a result of their disability/culture/age/gender</p> <p>experience/educational opportunities</p>	<p>Diversity is accepted as a reality within which judgements and decisions are made. Perspectives other than that of the author are recognised and explored.</p> <p>Value judgements include consideration of issues of equity and social justice</p>	<p>The work presents the views of the author only with no apparent consideration of other perspectives. Evidence of lack of respect and/or discrimination with respect to different groups e.g. on the basis of culture/age/race, gender, ability/disability, professional identity.</p>
CRITICAL ANALYSIS AND JUDGEMENT (MARKS AVAILABLE: 30%)			
<p>Contains clear and authoritative critique across a full range of views, theories and practice issues related to the topic. Sound and evaluative comment is applied to theoretical and applied concepts</p>	<p>Provides consistent critical analysis of a full range of views, theories and practice issues related to the topic. Recognises strengths and limitations. Comments on theoretical and applied areas are consistently evaluative in nature</p>	<p>Shows an ability to enquire into a range of complex issues, recognising similarities and contradictions between different viewpoints and theoretical models. Work of others is accurately and sensitively assessed and evaluated, with a concise summary presented.</p>	<p>Shows an inability to dissect ideas, theories and practice issues of others in a rational manner. Work is descriptive and fails to address controversial or debatable viewpoints. Little or no evidence of assessment and evaluative comment is given. The reader is left with a sense of not knowing what the author is trying to say.</p>

CREATIVITY (MARKS AVAILABLE: 10%)			
Demonstrates novel and effective approaches to generating ideas, defining and solving problems, and/or developing action plans and strategies. Takes full account of the complexity of knowledge in relation to the topic area. Conclusions are a precise reflection of key issues	Convincing evidence is given for fresh, imaginative and realistic ways of approaching problems and answering fundamental questions in relation to the topic. Explores the topic area with fluency, taking account of significant knowledge. Conclusions reflect the key issues	Develops ideas which are relevant, useful and acceptable in relation to the topic. Explores alternative understandings and approaches. Conclusions take account of the important issues	There is little or no evidence of the development of ideas in relation to the topic area. Work presents only a narrow range of views. Conclusions are not reflective of the content
EVIDENCE OF LEARNING (MARKS AVAILABLE: 20%)			
Shows high levels of confidence and independence in initiating, conducting and evaluating own work. Effectively judges own abilities and work with confidence and independence. Uses reflection to demonstrate clear and comprehensive evidence of significant learning and application of new insights	Shows independence in initiating, conducting and evaluating own work. Judges own work with accuracy and sensitivity and confidence. Uses reflection to demonstrate clear and thorough evidence of significant learning and/or application to practice in relation to the topic area.	Shows responsibility for planning, conducting and evaluating own work. Demonstrates clear insights into the strengths and limitations of own abilities and work. Demonstrates development of learning in relation to the topic area. The reader has a clear sense that the author is reflecting upon and driving forward own personal/professional development.	Is highly dependent on tutor guidance when planning and managing own work. Lacks confidence and/or realistic awareness of own abilities. There is little or no evidence of reflection and learning in relation to the topic area.

Building up to an MSc in Endocrinology Nursing

The Masters Module in Endocrine Nursing is worth 40 credits. Upon completion, nurses will received a certificate. For nurses who have previously completed other modules at level seven, it is possible to enrol onto the Health Sciences Open Award instead of the Masters Module in Endocrine Nursing, and combine credits from previously completed modules and received the following awards:

- Postgraduate certificate worth 60 credits
- Postgraduate diploma worth 120 credits
- Master of Science worth 180 credits

Enrolling onto the Health Sciences Open Award will not affect funding, it will only change the level of qualification received on completion of the Masters Module in Endocrine Nursing.

Furthermore, students can complete additional modules once they complete the Masters Module in Endocrine Nursing to earn a higher qualification.

Modules that can be combined with the Masters Module in Endocrine nursing to earn a higher award currently include:

- Coaching and Mentoring in Health and Social Care (on campus)
- Community Engagement and Advocacy (distance learning)
- Data Analysis and Interpretation (distance learning or on campus)
- Epidemiology (distance learning or on campus)
- Evidence-Based Practice (distance learning)
- Health Promotion (distance learning or on campus)
- Leadership in Health And Social Care (distance learning or on campus)
- Mastering Professional Nursing Practice (distance learning)
- Operational Management in Health and Social Care (on campus)
- Organisational Research Management in Health and Social Care (on campus)
- Planning and Managing Clinical Trials (distance learning)

To find out whether modules previously completed can be used towards a higher award contact the course tutor, Sally Bassett (sbassett@brookes.ac.uk)

Application process

Candidates can register their interest in the module with the Society for Endocrinology by emailing nurses@endocrinology.org. Please note that nurses may self-fund or if funding is not available, can apply to be considered for a limited number of Society Scholarships

Registration process

Once you have obtained funding or been awarded a Scholarship, you will apply directly to the Faculty of Health and Life Sciences using the application portal <http://www.brookes.ac.uk/hls-direct-short-courses/>

Before you apply you will need to have the following information to hand as these are critical parts of the application process:

- Your personal details including your email address (to register first and then apply)
- Module Number **HESC7017 Work Based Learning**
- For Scholarship nurses, Your Funder's email address rachel.austin@endocrinology.org which should automatically populate when they select 'Society of Endocrinology' from the drop down menu.

Once you are enrolled, you can set up an Oxford Brookes email address that must be used for all university related correspondence. This is how the course tutor will keep in touch with you. The university will provide you with details on how to set up your email account and how to use the University's student platform, 'Moodle'. On Moodle you can access resources such as guidance on how to reference, critical thinking and your assignment details.

Part 2: Resources

Oxford Brookes University

The University offers many resources on learning strategies that will help you towards success including:

- **How to do a Literature review**

<https://www.brookes.ac.uk/students/academic-development/online-resources/literature-reviews/>

- **Critical thinking**

<https://www.brookes.ac.uk/students/academic-development/online-resources/critical-thinking/>

- **Health Sciences Open Award**

<https://www.brookes.ac.uk/courses/postgraduate/health-sciences-open-award/>

- **Healthcare Continuing Professional Development**

<https://www.brookes.ac.uk/study/courses/professional-and-short-courses/healthcare-cpd/>

To access additional resources from the university visit <https://www.brookes.ac.uk/students/academic-development/online-resources/>

Society for Endocrinology

The Society's Nurse Committee have put together a suggested reading list and other resources:

The following is for guidance only and is in no way meant to be prescriptive. Some suggested readings have been included to help you with reflective practice.

Bulman C & Schutz S (eds.) (2013) *Reflective Practice in Nursing*, 5th edn. London: Wiley-Blackwell.

Chinn P & Kramer MK (2014) *Knowledge Development in Nursing: Theory and Process* 9th Edition. St Louis: Elsevier Mosby.

Cook V Daly C et al (2014) *Work-Based Learning in Clinical Settings: Insights from Socio-Cultural Perspectives*. Oxford: Radcliffe.

Howatson-Jones, L. (2016) *Reflective Practice in Nursing* (Transforming Nursing Practice Series) Exeter: Learning Matters.

Johns C 2005 *Transforming Nursing Through Reflective Practice*. 2nd ed. Oxford, Blackwell Publishing
Lobiondo-Wood G & Haber J (2013) *Nursing Research. Methods and Critical Appraisal for Evidence-Based Practice*. 8th edn St Louis. Mosby.

Rolfe G, Freshwater D & Jasper M 2001 *Critical Reflection for Nursing and the Helping Professions. A User's Guide*. Hampshire. Palgrave Macmillan.

Taylor B 2005 *Reflective Practice: A Guide for Nurses and Midwives*. 2nd edn. Buckingham: Open University Press.

White S, Fook J & Gardner F 2006 *Critical Reflection in Health and Social Care*. Maidenhead: Open University Press.

Examples of suggested categories of evidence

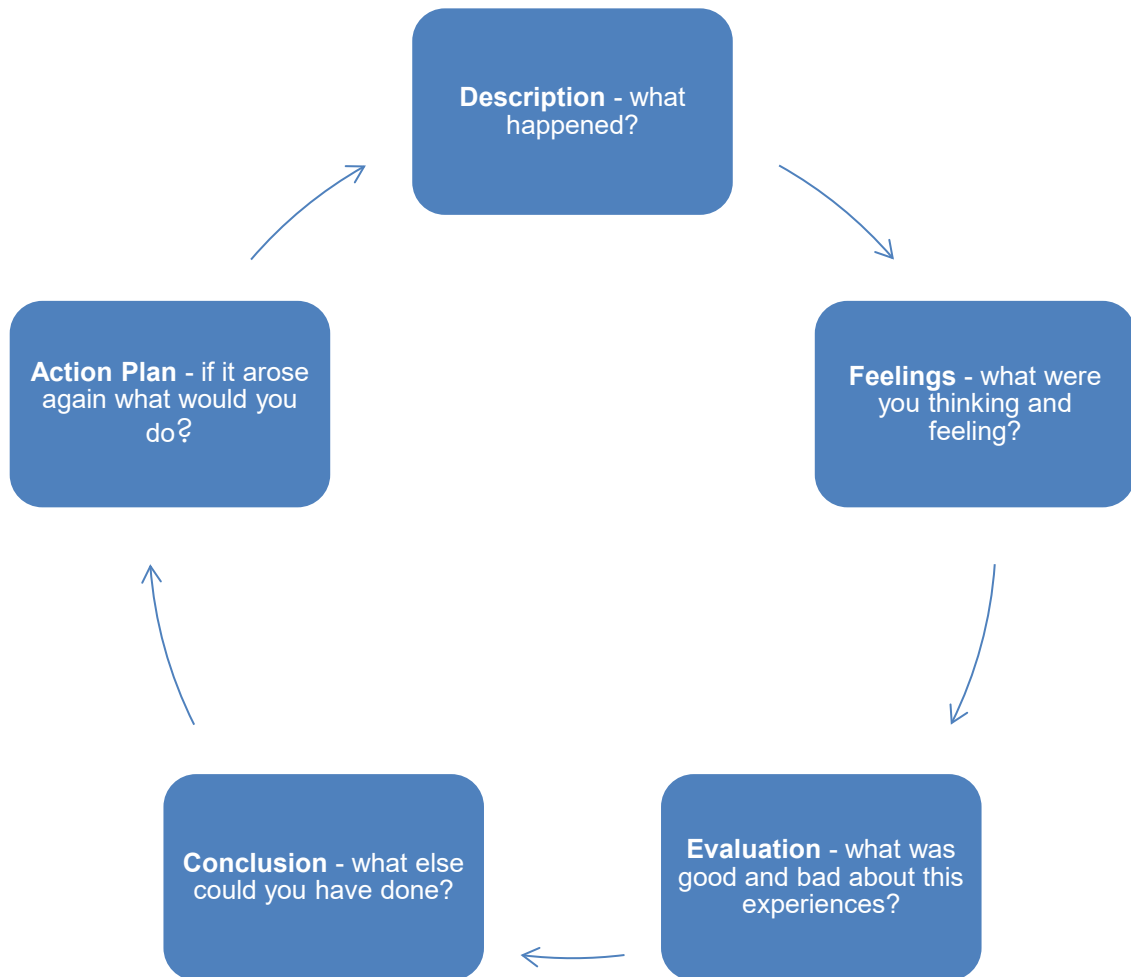
Thread	Example of suggested evidence
Current role/Scope of practice	Brief outline summarising current role and how it may have changed Scope of practice: e.g. dynamic function tests, nurse-led clinics, Inpatient visits, home visits, prescribing, research involvement, training (who to/how often) Evidence could include documentation of example clinic letters, protocols, lesson plans, hand-outs etc.
Service development	Business plans, aims, audits, patient leaflets, clinics developed, user group involvement
Education Endocrine courses and study days; Conferences; Degree programmes; other relevant courses e.g. prescribing, counselling, teaching courses	Evidence of attendance and certificates; copies of programmes; reflective accounts (what did you gain? did it change or confirm your practice?); educational aims e.g. working towards a degree or other course
Personal development	Published articles, presentations at conferences and other study days, steering group meetings, nurse advisory boards, committees
Future	Potential areas for development within role, personal aims

Additional resources from the Society for Endocrinology

- How to Guidance: <https://www.endocrinology.org/members/library/society-for-endocrinology/resource-hub/resource-repository/nursing/how-to-guidance-documents/>
- Find information about the [Society's events](#), such as SfE BES and Endocrine Nurse Update.
- Watch the [Endocrine Nurse Skills](#) and [Clinical Skills](#) webinar series on demand in the [Members' Area](#).
- Access nurse career resources at <https://www.endocrinology.org/careers/career-resources-for-endocrine-nurses/>

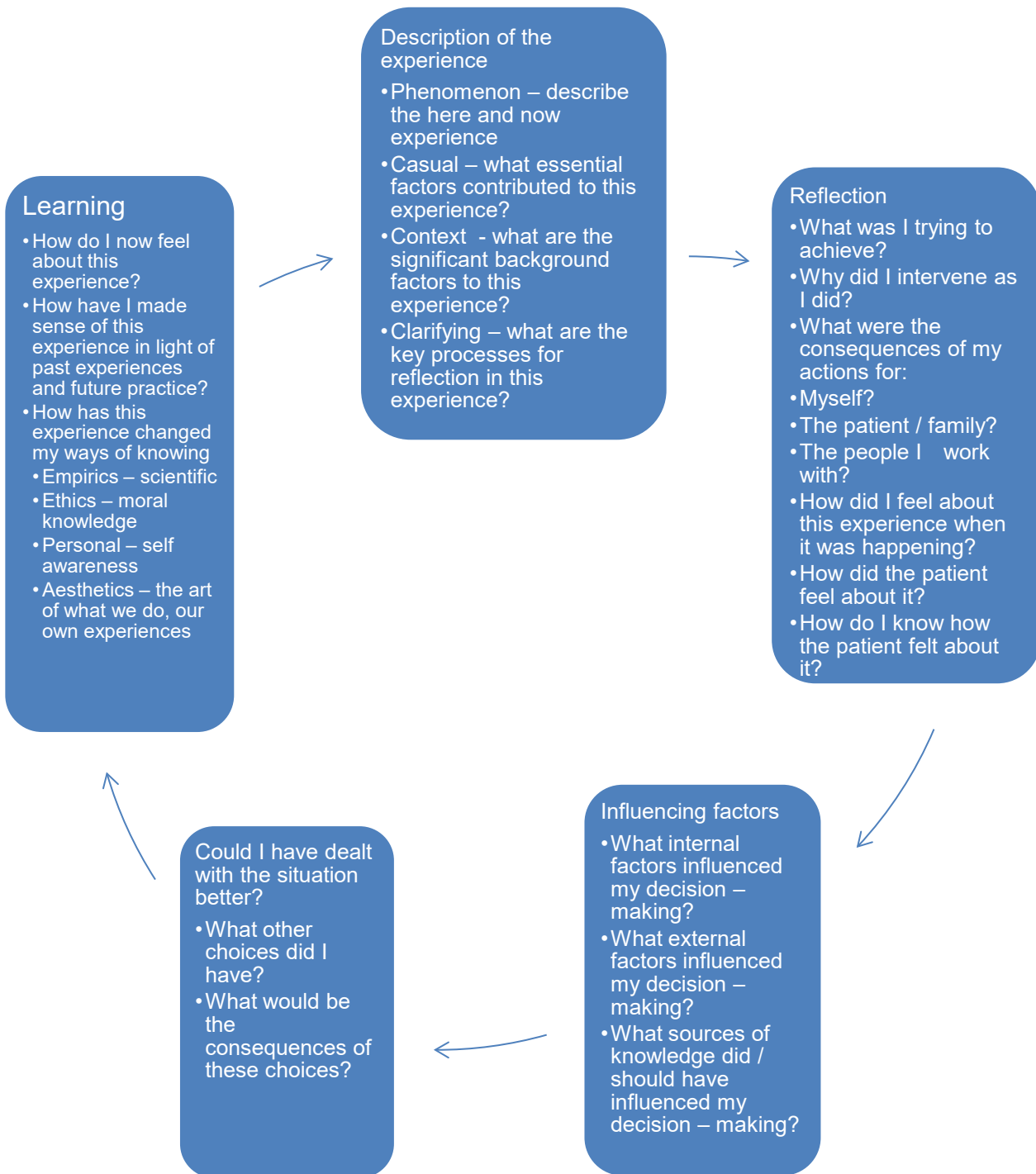
Reflective models

Reflective model A – Gibbs



Gibbs G 1988 *Learning by doing: A guide to teaching and learning methods*. Oxford Further Education Unit, Oxford.

Reflective model B – Johns



Johns C 1995 The value of reflective practice for nursing. *Journal of Clinical Nursing* 4 23-30.

Sample proforma - an alternative to Gibbs or Johns

Please use the page below to help structure your reflection. It is there to guide you through getting on to paper your experiences, learning and professional development both in the clinical area and the class room.

Title of Event: Clinical Update 2015

Aims & Objectives:

- Review A&P of hypothalamus and pituitary
- Hear discussion on Diabetes Insipidus, causes and treatments
- Hear how others carry out a dynamic water deprivation test
- Interpretation of water deprivation tests

Discussion / Process / Reflection:

There was general discussion around DI and its causes. A number of case studies were presented and discussed. Some patients can be easy to diagnose but there are always those who don't quite fit the rules.

One of the case studies showed how on initial investigation things may not be all they seem. 24 yr old student with pre-exam stress presented with excessive thirst and nocturia. She tried to drink less after exams, but symptoms continued. Water deprivation test revealed cranial DI and she was successfully treated with Desmopressin.

Different hospitals/labs use different cut-off points for test results. Looking at symptoms is of importance, as well as discovering the full story/history. Reviewing patient once medication has been started is also a must to see if they have benefited from them.

Evaluation / Learning points / Future actions:

Having an open mind is important especially these days when the patients have made their own diagnosis from the internet before their appointment with you.

Good accurate information for the patient's pre-test so they know what to expect.

It was good to be reminded that things may initially seem normal but symptoms are revealed when other treatment is instigated. Therefore it is important that testing is done at the correct time and repeated if needed. For example with corticosteroid deficiency, this can conceal DI until treated with steroid replacement.

There was also a case study showing that a partial diagnosis is sometimes made. This then leads to a trial on medication to see if the patient benefits. It is important to take into account not just the blood results but also the patient's symptoms. There are guidelines for interpretation but they are not always set in stone in endocrinology.

Signature:

Date: