



# Module Support Tutor Guide for L5 L6 and L7



## The Module Support Tutor Role

Undertaking distance learning can be daunting for some learners particularly if they are returning to academic studies after an extended period.

The Module Support Tutor is imperative in supporting learners complete their course. The role involves:

- Sharing best practice
- Answering any clinical queries relating to the learning content of the course
- Reviewing draft assignments via the Draft Turnitin Portal and providing feedback
- Helping the learner with their academic writing where appropriate

It is important this support is provided through the discussion forum as well as by providing regular virtual face to face sessions through Zoom or the Big Blue Button. It is imperative that a **minimum of six virtual face to face sessions** are provided across the six months, however most of our module support tutors complete 90-100% of their support sessions face to face using Zoom and the Big Blue Button.

## How to allocate your hours?

You have been allocated ten hours over the duration of the course to support learners in your role as a Module Support Tutor. You will need to allocate these hours in accordance with the learning needs of your cohort. For instance, you may spend a higher proportion of these hours nearing the time of assignment submission, as more learners may have questions, compared to the beginning of the course where learners are familiarising themselves with the programme. However, you may choose to spread these hours, please ensure you do keep in regular contact with your learners on a weekly or bi-weekly basis.

## Content of your module support sessions

The structure of your sessions should follow the sequence below. Remember the following guide does not cover all your sessions as this will depend on the learning needs of your group.



Welcome Message:

Please ensure you introduce yourself and welcome learners, using the announcement tab. Please use the welcome message as an opportunity to let your cohort know the dates and times of your session so they can plan their time effectively.

It is also a good opportunity to ask learners to introduce themselves using the discussion platform and what they would like to get out of the course. This will help you to deliver your sessions to the required level and bridge any specific knowledge gaps for your cohort. It also provides learners with the opportunity to navigate through the platform.



At the beginning of your support sessions, take some time to encourage learners to read their welcome pack and explore their way around canvas. The Welcome Pack can also be found on the homepage on CANVAS.

Ensure learners are aware of the composition of the course, i.e., eLearning units, pre-recorded lectures, and assignments.

Inform learners that there will be an opportunity to submit a draft assignment and ensure they are aware of the deadlines for the draft assignment. Learners are more likely to pass their assignment if they have used the draft assignment opportunity to gain feedback and any development points. Please ensure learners know that only 10% of their assignment will be reviewed. Once the draft is reviewed, please ensure you add a "0" in the grade box and untick the eye in the left-hand corner so the learners can view their feedback. Remember, at this stage of the review you cannot comment if the assignment is a pass or fail as you are only reviewing 10% of their content.

Please ensure learners submit their draft assignments using the Draft Turnitin Portal. This will enable them to practice uploading their assignment as well as



check their similarity score. As mentioned, we would encourage you to set a date for when you will review the drafts as this will help you and your students manage and plan their time effectively.



In your next module support session, spend some time developing the skills on academic writing and referencing. Ensure learners are aware of the referencing style they should be using and please signpost them to the StudyNet - Online library. Here they can book a session with the librarian on referencing, should they need further support. Remember to ensure learners are aware of the difference between **descriptive and critical writing**.

Take learners through the assignment brief for CW1 and ensure learners are aware of the learning outcomes for their assignment. Reinforce that they need to **demonstrate their learning outcomes in order to achieve a pass on their coursework**.

Please support learners to access the marking criteria, which will help them to understand how the marks are distributed.

Once you have covered the academic writing and referencing, you may wish to take some time to discuss the importance of a structured clinical history, symptoms of the disease and what diagnostics tools can be used to support the diagnose of the condition. It would be useful to cover the importance of validated tool for measuring the impact and severity of the disease. Ensure you mention the relevant national and international guidelines; for asthma and COPD please include spirometry. Remember to reinforce to learners that these sessions are not a **substitute for undertaking the eLearning**.



Please continue to remind learners of the draft submission date you have set. You can do this through the discussion and announcement tabs.





Please cover the pharmacological management of the condition you are supporting if applicable. For example, for asthma, concentrate on the role of inhaled corticosteroids (ICS) and why they are important in asthma management, and the importance of the personal asthma action plan (PAAP) including when and how to use rescue medication. The MART regime should be introduced, including the different licencing regulations for the different inhalers (PowerPoint presentations are available under the units' tab to support you). For COPD, you may wish to discuss the importance of the GOLD ABE algorithm and the role of long-acting bronchodilators and when to consider adding an ICS.

Non-pharmacological interventions: discuss the non-pharmacological interventions that patients can make to improve health outcomes.



Explore other areas relating to the condition where learners need further support. For instance, for the respiratory courses, you may wish to cover the importance of assessing inhaler technique, adherence to medication and triggers or exacerbating features. The importance of the personal asthma action plans (PAAP) and management plans for identifying exacerbations of COPD. For **asthma, please ensure you cover the advice you would provide to a patient during an asthma attack.**



You may take them through each aspect of the assignment brief for CW2. Again, take some time to work through the learning outcomes, and the importance of demonstrating in their course work how they have achieved meeting the learning outcomes.

Please support learners to access the marking criteria, which will help them to understand how the marks are distributed.

Continue to remind learners of the draft submission date you have set using the announcement and discussion tabs.

Please note: **For asthma L5 and L6 courses, ensure that two of your module**



**support sessions are on Maintenance and Reliever Therapy (MART), Personalised Asthma Action Plan (PAAP) and the importance of good inhaler technique.**

If you are finding that your cohort is a little quiet, then try the following tips to engage them:

- Insert a patient case study and encourage the group to work through the case study using the discussion forum. Remember to ensure patient confidentiality is always maintained.
- Insert some multiple-choice questions/quiz questions and ask the group to answer them using the discussion forum – please remember to inform learners that these marks do not count towards their final assessment.

Within the first four weeks, it is always helpful to look at whether your learners have engaged with the platform and how much time they have spent on the platform. You can do this using the people tab and filtering to students. Remember, the time displayed, will not include any reading the learner may have completed independently, so please do take this into consideration when having discussions with learners.

### **Live interactive sessions**

As discussed, you must deliver a **minimum of six live interactive virtual sessions** to learners. These can be delivered using the Big Blue Button tab or Zoom tab on CANVAS.

Please ensure you record your live sessions, pressing the record button so they are available to all learners.

### **Instructions for an associate on how to use Zoom on Canvas.**

To set up Zoom you will need to go to authenticate your accounts. To do this, please visit Online Sessions with Zoom: 0IND0002 - The Guided Learner Journey ([instructure.com](https://instructure.com))

You can then view the videos which will inform you how to set up your account. Unfortunately, we are unable to complete this centrally as the accounts are registered in your name as per university requirements.



A note: When you are scheduling a Zoom meeting, please ensure you complete the following:

- Leave the passcode box ticked.
- Untick request authentication for learners.
- Untick the “mute participation box.”

If you are planning a group tutorial, please add an announcement to let the group know of the time and date so they can plan their diary accordingly. Add the invite you have copied when setting up the Zoom session, so that the learner has the details for accessing the Zoom session. If you are presenting at a group tutorial, please record the call then upload the recording for those learners who may have been unable to attend. Ensure you let the learners know that you intend to record the session due to GDPR, and that the video will be uploaded to canvas after the presentation. If you are doing a one-to-one Zoom meeting with a single learner, please do not record or upload the meeting.

### **What to share on the discussion forums?**

Here are some examples of what to share on the discussion forums that have been written by other Module Support Tutors.

#### ***Asthma:***

#### ***Hints and tips on how to tackle your assignment brief.***

*Firstly, read the assignment brief carefully - it gives you all the information about what should be included for a successful assignment and tells you what knowledge you need to demonstrate to the marker. For your first assignment you only have 1500 words (+/- 10%), so you need to be concise.*

*The assignment asks you to cover:*

- *Pathophysiology - and relate it back to the symptoms of the conditions.*
- *History taking – a systematic approach to your history taking, symptoms, past medical history, family history, social history.*
- *Respiratory risk factors, it is essential that you identify risk factors for respiratory disease as you work through the patient's history.*
- *Important respiratory risk factors include:*
  - *Pre-existing respiratory disease (e.g., asthma, COPD)*



- Family history of respiratory disease (e.g., cystic fibrosis, alpha-1 antitrypsin deficiency)
- Smoking
- Occupational exposure (e.g., coal mining, farming)
- Hobbies (e.g., bird keeping)
- Probability - you need to read the BTS/SIGN guidelines for this and ensure you do look at the full guidelines not just the quick guide. Have a look at just how predictive the various symptoms are and discuss the objective tests. You need to discuss low, intermediate, and high probability and how this is affected by history and symptoms. Remember your pre-recorded lecture and the learning content will help you to do this.
- Differential diagnosis - this will depend on the client population you are working with. Are you a paediatric nurse in a difficult asthma outpatient? A general practice nurse dealing with adults in primary care? A clinical pharmacist working in general practice? Whatever your client population, you need to state this in your introduction.

You then need to discuss the objective tests you would use; this will depend on your patient group. You need to show that you understand why and how the test is used and what demonstrates a positive and negative test.

**Please note that this is only an example, and your advice may vary depending on the assignment brief.**

**Some associates have written a series of tips.**

**Tip one** - Read around the subject, using the online library. This will help to broaden and deepen your knowledge around the therapeutic area.

**Tip two** - Write down all your ideas, you will now be able to group them into themes.

**Tip three** – Cross reference with the learning outcomes for the assignment.

**Tip four**- Use your themes to write an assignment plan. Under each theme write the key points that you would like to make.

**Tip five** – Do not try and write your assignment in one attempt. For example, have a go at writing your section on pathophysiology, then move onto the next section. Attempting your work in this way will be more manageable. You can then go back and refine each paragraph as needed.



**Tip six** – PEEL: Point, Evidence, Explain, Link. Each paragraph should cover one point, with supporting academic references and should relate back to your patient population. Use PEEL as your mnemonic for your paragraph structure. Remember, avoid using too many patient facing websites to reference your work, original citations are required for academic writing.

**Tip seven** – Avoid using quotations; this shows the marker you have read the authors work but not your interpretation, comprehension, or analysis of the findings.

**Tip eight**– Remember, record your references as you write your assignment. This will ensure you are not hunting references once you have written your assignment as this is time consuming.

**Tip nine** – Save, save, save! Each time you leave your work, save it. At the end of your writing session file and save to another draft. If you lose your work, there is always a backup copy.

**Tip ten**- Ask someone else to proof-read your assignment. This will provide you with a unique perspective as you may have read your assignment several times. Do not rely on spellcheck in word as this will only highlight incorrect spellings, correct words e.g., their/there.

### **Contacting learners individually**

We want to ensure that as a Module Support Tutor you maintain a work/life balance. As such all contact should be made through CANVAS as this will allow you to balance other professional and personal commitments that you may have, as well as provide an audit trail for all correspondence.

### **Exceptional Circumstances, Seven Calendar Day Extension and Self-certification forms.**

We understand that learners may be faced with professional and personal circumstances which affect their ability to complete their learning. Learners may apply for an Exceptional Circumstances Extension. The evidence required from the student is documented in the Exceptional Circumstances Guidance (2022).

The Seven Calendar Day Extension request form is available for learners requiring a seven-calendar day extension from the assignment date submission.



Self-certification is only for a condition occurring in the 7 days including Bank Holidays and weekends, before an examination or submission date.

Details of the university conditions and how to apply for the above forms are located under the units tab.

### **Attendance Only Certificate**

Learners may also opt for an attendance only certificate. Please note learners will not receive any academic credits for this certificate as they will not be required to submit any assignments. Learners will need to notify the learner support team two weeks before the submission deadline if they would like to request this option.

### **Administrative queries**

If learners have any administrative queries, then please ask them to complete the enquiries form which is located under the units tab. A member of the learner support team will then contact them. This will ensure your time is protected to provide support with clinical areas and the assignments.

### **Additional Support**

If you have any further questions or queries as a Module Support Tutor, please do contact the Associate network inbox on: [associate@educationforhealth.org](mailto:associate@educationforhealth.org)

### **Marking**

For those of you involved in marking we have included some further hints and tips to support you with this aspect of your role

### **Key hints and tips to marking.**

The external examiners highlighted the points below to support marking:



- Ideally there need to be three strengths and three weaknesses identified on the marking grid, as they should enable the learners to learn from these and allow them to improve their work in the future.
- Ordinarily single word comments should not be used as learners report this does not support their ongoing improvement.
- Ideally there should be one comment per paragraph, this should include all observations that pertain to that paragraph if possible. This can include grammar, referencing, knowledge and wider reading etc.
- Any descriptors used should relate to the written work but must be reflected in the comments and the marking grid i.e., limited, satisfactory, good, very good, excellent, and outstanding all relate to specific grade bandings.
- Any comments reported should be **free of typographical** errors.
- The feedback to the learner should be comprehensive, providing development points supporting the learner's future learning.
- Please download the correct marking grid for each cohort- **do not use** any saved forms on your desktop as they may include out-of-date learning outcomes for the coursework you are marking.
- The final mark within the marking grid should not be recorded as a percentage but as a single numeric value.

**As a marker for the cohort, this also includes marking the referrals and deferrals of the cohort once the board have decided on the submission date. You will be contacted with the number of papers to mark per your cohort. If you are struggling with your marking, please let us know and we will ensure another associate is able to assist. We are here to support you as well as you are to support the learners.**

### **Resubmissions**

Marks for resubmission will once again be capped to the minimum pass grade. Please can we ask that you continue to mark re-submissions as normal and put



the overall grade into the grade box and marking grid. **Once the results have been ratified, the marks will be capped.**