ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Teaching and Learning in Adult Nursing Practice				
Module Code	UZTSQX-15-3		Level	3	Version	2
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Health and Applied Sciences		Field	Continuing Care Adult Nursing	
Department	Nursing and Midwifery		Module Type	Standard	
Contributes towards	BSc(Hons) Nursing (Adult) Graduate Diploma Nursing (Adult)				
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements	*N/A*	
Valid from	November 2019				

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Analyse the principles and practices of effective safe evidence based learning and assessment in the workplace 2. Establish effective working relationships that facilitate personal development in self and others, and positively influence organisational change 3. Demonstrate ability to offer and receive constructive formal and informal feedback 4. Reflect on personal learning needs and identify future support systems 5. Complete practice supervision preparation for NMC practice supervisor status, in preparation for qualification. All learning outcomes are assessed by Component A
Syllabus Outline	**Professional Values** • Teaching using reflection in and on action • Role Modelling- social theory of learning • Training vs. education **Communication and Interpersonal Skills** • Effective communication including questioning and feedback skills • Skills involved in supervision, teaching and leadership **Nursing Practice and Decision Making** • Frameworks for support, supervision and assessment • Practice Development • Learning outcomes, aims and objectives • Assessment processes

	Leadership Management and Team Working • Teaching and learning: facilitating the development of others • Stress management and supervision • Adult learning barriers and behaviours **Practice Supervisor role** • Culture of learning in practice, including different models of supervision and utilising the framework of coaching. • Practice supervisor, practice assessor and academic assessor role and responsibilities (including use of the practice assessment document, and understanding of assessment criteria to provide relevant feedback and feedforward) • Identify learning opportunities, across professions • Student learning experience including reasonable adjustments or equality and diversity considerations that may need to be met • Process of appropriately raising and responding to student conduct and proficiency concerns using the AEI's fitness to practice procedures and the AEI guidelines to report care concerns and describe how to gain support in doing so.
Contact Hours	36 hours contact to include face-to-face, lectures, seminars, Skills, simulation and case based learning, online learning
Teaching and Learning Methods	A variety of approaches will be used which may include: • Workshops • Lectures and Seminars • Enquiry based learning • Case based learning • E learning (Blackboard) • Role play
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data

Number of credits for this module				15	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
150	36	114	0	150	✅

The table below indicates as a percentage the total assessment of the module which constitutes a -

Practical Exam: practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

		Total assessment of the module:			
		Written exam assessment percentage			
		Coursework assessment percentage			
		Practical exam assessment percentage		100%	
				100%	

Reading Strategy	**Core readings:** It is essential that students read one of the many texts available through the Library. Module guides will also reflect the range of reading to be carried out. **Further readings:** Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will be encouraged to read widely using the Library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. **Access and skills**: The development of literature searching skills is supported by a Library seminar provided within the first semester. These level three skills will build upon skills gained by the student whilst studying at levels one and two. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.
Indicative Reading List	The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via the Online Reading list. **Books** Aston, L. and Hallam, P. (2014) *Successful mentoring in nursing.* 2nd Edition. Exeter: Learning Matters Ltd. Bastable, S. (2013) *Nurse as Educator: Principles of Teaching and Learning for Nursing Practice.* 4th Edition**.** Burlington: Jones and Bartlett Publishers. McKimm, J. and Swanwick, T. (2010) *Clinical Teaching Made Easy: a Practical Guide to Teaching and Learning in Clinical Settings* [online]. London: Quay. [Accessed 17 June 2016]. Reece, I and Walker, S. (2016) *Teaching, Training and Learning: A Practical Guide***.** Kindle Edition. Sunderland: Business Education Publishers Ltd. Shaw, M. and Fulton, J. (2015) *Mentorship in Healthcare***.** 2nd Edition. Keswick: M & K Publishing

Part 3: Assessment

Assessment Strategy	The assessment within this module has been designed to enhance and support students in their teaching skills, as this will be a key aspect of their role as a mentor of the future. The learning outcomes include the NMC requirements for the practice supervisor role so that on completion of the module students will be able to undertake this role on registration. **Formative assessment** • A lesson plan

	• Workbook
	Component A A maximum of 25 minutes teaching session based on an agreed topic related to practice. The 25 minutes includes time for critical questioning. The teaching session will be delivered to peers within the classroom setting. Students will agree the focus or theme with the module leader or group facilitator.

Identify final assessment component and element	*Component A*	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**100%**	

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
Teaching session (maximum 25 minutes)	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
Teaching session (maximum 25 minutes)	100%

If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.

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