



MODULE SPECIFICATION

Part 1: Information			
Module Title	Practice Learning and Student Support (non-credit bearing)		
Module Code	UZZY8D-0-3	Level	3
For implementation from	September 2018		
UWE Credit Rating	0	ECTS Credit Rating	0
Faculty	Health and Applied Sciences	Field	Allied Health Professions
Department	Allied Health Professions		
Contributes towards	CPD and Postgraduate Learning		
Module type:	Project		
Pre-requisites	Working in a relevant area of practice		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	Working in a relevant area of practice		

Part 2: Description
<p>This module is designed to equip Allied Health practitioners with the knowledge and skills necessary for working with students in practice.</p> <p>The syllabus is designed to accommodate a range of Allied Health Professionals, and therefore combines both multi-professional and generic learning, with some profession specific content where indicated. The following provides an outline of the syllabus in line with each learning outcome:</p> <p>1. Describing the role and identifying the attributes of the effective practice-based/ placement educator</p> <ul style="list-style-type: none"> • Describing the Role of the practice educator including: <ul style="list-style-type: none"> -<i>outlining of the placement student's programme, portfolio, learning outcomes & the assessment / sign off process</i> -<i>establishing effective working relationships and support mechanisms between practice educators &UWE</i> • Identifying the knowledge, skills & personal attributes of an effective practice educator including <ul style="list-style-type: none"> -<i>positive role modelling</i> -<i>appropriate values & behaviours</i> -<i>clinical leadership</i> <p>2. Applying learning theories that are appropriate for adult and professional learners</p> <ul style="list-style-type: none"> • Exploring a range of appropriate learning theory including learning styles & domains of learning • Applying this theory to the role of practice educator

3. Planning, implementing and facilitating learning in the placement setting

- Creating an environment for learning
- Integrating learning from the academic setting into the workplace
- Developing an awareness of possible barriers to learning in the practice setting
- Exploring effective communication & questioning techniques
- Identifying & supporting additional learning requirements
- Managing common problems in placement

4. Applying sound principles and judgement in the assessment of performance in the placement setting

- Identifying learning outcomes & objectives
- Exploring assessment methods & collecting evidence
- Establishing validity, consistency and fairness in assessing
- Reviewing effective feedback techniques
- Identifying frameworks & techniques for supporting students
- Exploring barriers to failing a student
- Developing awareness of student expectations & their responsibilities including codes of practice / fitness to practice
- Recognising placement educator accountability

5. Evaluating learning in the practice setting

- Exploring methods of monitoring the quality of learning & assessment delivered in practice, including receiving feedback
- Evaluating practice educator effectiveness in delivering learning and making improvements

6. Reflecting on experience and formulating action plans to improve future practice

- Exploring reflective practice models including SWOT analysis
- Formulating personal action plans to improve effectiveness as a practice educator
- Recognising how being an effective practice educator can improve a clinician's broader practice & how it can support CPD

A variety of teaching and learning approaches will be used for this online delivery module which may include:

Scheduled learning: tutorials and facilitated required online activities,

Independent learning: hours engaged with required online activities, essential and further reading, assignment preparation and completion etc.

Part 3: Assessment

Summative Assessment:

Not-applicable as this is a non-credit bearing module.




Formative Assessment:

Module completion will be supported by a formative portfolio developed during the module. This formative portfolio will consist of reflective accounts and learning relating to:

- Practice educator attributes and their role
- Learning theories
- Facilitating learning
- Assessment of placement setting performance
- Evaluating learning
- Reflecting on developing experience as a practice educator.

Additional formative assessment opportunities will be woven throughout the module duration both through the taught content (face to face and/or via online means through discussion groups, tutorials and seminar/lecture groups) and during work-based learning.

Identify final timetabled piece of assessment (component and element)	N/A	
% weighting between components A and B (Standard modules only)	A:	B:
	N/A	N/A
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. N/A	N/A	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. N/A	N/A	
Part 4: Teaching and Learning Methods		
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Describe the role and identify the attributes of the effective practice-based/placement educator • Apply learning theories that are appropriate for adult and professional learners • Plan, implement and facilitate learning in the placement setting • Apply sound principles and judgement in the assessment of performance in the placement setting • Evaluate the learning experience • Reflect on experience and formulate action plans to improve future practice 	

Key Information Sets Information (KIS)	<table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> <tr> <td colspan="4"></td> <td style="text-align: center;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> <td></td> </tr> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">4</td> <td style="text-align: center;">146</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> <td style="text-align: center;"></td> </tr> </tbody> </table>					Key Information Set - Module data					<i>Number of credits for this module</i>									15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		150	4	146	0	150	
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Contact Hours	<p>This module will be delivered using a distance learning approach with contact hours expected to be equivalent to approximately 4 hours in total which includes scheduled online learning, other online learning, student support and work-based learning. Students will have access to a module leader and/or module supervisor, which will enable 1:1 support and guidance via telephone, email and other online methods.</p> <p>Contact time may also take a synchronous virtual form through the use of email discussion groups, virtual learning environments (VLEs) and other technology-aided means. Individual support will be available via telephone, email and other online methods.</p>																															
Total Assessment	N/A as this non-credit bearing module is not summatively assessed.																															
Reading List	https://rl.talis.com/3/uwe/lists/88CBFC76-1057-286B-ECD9-218D475BDF48.html?lang=en-GB&login=1																															

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First ASQC Approval Date	30 th October 2018		
Revision ASQC Approval Date		Version	1 RIA 12768

