



MODULE SPECIFICATION

Part 1: Information			
Module Title	Supporting Students in Practice (non-credit bearing)		
Module Code	UZYKFP-0-3	Level	3
For implementation from	October 2019		
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:	Standard		
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 provide practitioners from a range of professions with the knowledge and skills necessary to work with students in practice, and therefore combines both multi-professional and generic learning, with some profession specific content where indicated.</p> <p>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> • To ensure inclusion of all students during placement, through awareness of diverse student cohorts and varied accessibility requirements and to provide an appropriately supportive learning environment

2. Applying learning theories that are appropriate for adult and professional learners

Exploring a range of appropriate learning theories including learning styles & domains of learning

- Applying these theories to the role of practice educator

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

- Creating an environment for learning for a range of learners
- 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

Teaching and learning approaches used for this online delivery module may include:

Scheduled learning: 1:1 module leader guidance and support,

Independent learning: hours engaged with required online activities, essential and further reading, portfolio 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.

On completion of the module there is an optional multiple choice question section – a pass of over 75% will generate a certificate of completion for the student.

Identify final timetabled piece of assessment (component and element)	N/A
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% 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 <i>(as % of component)</i>
1. N/A	N/A

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting <i>(as % of component)</i>
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
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Key Information Sets Information (KIS)	Key Information Set - Module data				
	<i>Number of credits for this module</i>				
					0
	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
	0	0	0	0	0

Contact Hours	<p>This module will be delivered using a distance learning approach with contact hours expected to be equivalent to approximately 1 hour in total which includes module leader support via email or telephone for 1:1 support and guidance, in addition to independent</p>
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Total Assessment	<p>study time (typically no less than 30 hours and no more than 150 hours is expected) for online learning, independent study, and work-based learning.</p> <p>N/A as this non-credit bearing module is not summatively assessed.</p>
Reading List	<p>https://rl.talis.com/3/uwe/lists/88CBFC76-1057-286B-ECD9-218D475BDF48.html?lang=en-GB&login=1</p>

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First ASQC Approval Date	29/10/2019		
Revision ASQC Approval Date		Version	1 RIA 13096