



## **Module Specification**

### **Practice Assessor**

Version: 2023-24, v2.0, 20 Jul 2023

#### **Contents**

<b>Module Specification .....</b>	<b>1</b>
<b>Part 1: Information .....</b>	<b>2</b>
<b>Part 2: Description .....</b>	<b>2</b>
<b>Part 3: Teaching and learning methods .....</b>	<b>3</b>
<b>Part 4: Assessment.....</b>	<b>4</b>
<b>Part 5: Contributes towards .....</b>	<b>5</b>

## Part 1: Information

**Module title:** Practice Assessor

**Module code:** UZVSKP-15-M

**Level:** Level 7

**For implementation from:** 2023-24

**UWE credit rating:** 15

**ECTS credit rating:** 7.5

**Faculty:** Faculty of Health & Applied Sciences

**Department:** HAS Dept of Social Sciences

**Partner institutions:** None

**Field:** Health, Community and Policy Studies

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** Yes

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** The aim of the module is to provide learners with theory and practical skills in order to facilitate learning and assess pre and post qualified healthcare students. This module has been mapped to the NMC Educational Framework (2018) <https://www.nmc.org.uk/globalassets/sitedocuments/standards-of-proficiency/standards-for-student-supervision-and-assessment/student-supervision-assessment.pdf> and recognises the unique set of skills required in order to assess learners in specialist and advanced healthcare practice.

Using a spiral curriculum this module builds on current knowledge by asking you to consider in more depth your knowledge and application of evidence based teaching and learning strategies, your accountability and leadership as an educator.

**Features:** Module Entry requirements:

Working in a relevant area of healthcare practice.

Registered healthcare practitioner/ by agreement with Module Lead.

**Educational aims:** •Critically analyse the principles and practices of effective learning and teaching in practice environments

•Create an inclusive culture of learning in practice using supervision and coaching models to empower students' to achieve

•Demonstrate self-awareness and reflexivity in interpersonal communication with learners and colleagues

•Conduct objective, evidence based assessments of students

•Review and assess evidence from a range of sources to inform decisions about student's proficiency and demonstrate professional accountability for those decisions

•Critically analyse and evaluate relevant theories and models on providing respectful, constructive feedback to facilitate professional development in others

**Outline syllabus:**

The content of the module will include learning theory, action and lesson planning, assessment tools and theory, models for delivering constructive feedback in advanced practice, communication and coaching models, accountability and understanding processes for supporting students who are not meeting expected standards.

Learners will be supported to critically reflect on and proactively develop their professional practice and knowledge in order to fulfil their role.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** A variety of approaches will be used which will include workshops, blended learning, case studies, formative peer and self assessment, discussion, sharing good ideas and practice and reflection with the aim

of continuously improving practice.

Hours/Scheduled Hours:

30 contact hours plus independent study, tutorials and learner directed activities

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**B1** Critically analyse the principles and practices of effective learning and teaching in practice environments

**B2** Critically analyse and evaluate relevant theories and models on providing respectful, constructive feedback to facilitate professional development in others

**C1** Create an inclusive culture of learning in practice using supervision and coaching models to empower students' to achieve

**C2** Conduct objective, evidence based assessments of students

**C3** Review and assess evidence from a range of sources to inform decisions about student's proficiency and demonstrate professional accountability for those decisions

**D1** Demonstrate self-awareness and reflexivity in interpersonal communication with learners and colleagues

**Hours to be allocated:** 150

**Contact hours:**

Independent study/self-guided study = 120 hours

Face-to-face learning = 30 hours

Total = 150

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uzvskp-15-m.html) via the following link <https://uwe.rl.talis.com/modules/uzvskp-15-m.html>

## **Part 4: Assessment**

**Assessment strategy:** A portfolio of evidence demonstrating learning activities and experiences throughout the module. To include observed teaching/learning facilitation activities, critical reflection on their practice, and student feedback. Learners are expected to critically evaluate their facilitation and assessment experiences and role in context using current literature in a written critical reflection in their portfolio.

**Assessment tasks:**

**Portfolio (First Sit)**

Description: Portfolio (2000 words)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: B1, B2, C1, C2, C3, D1

**Portfolio (Resit)**

Description: Portfolio (2000 words)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: B1, B2, C1, C2, C3, D1

**Part 5: Contributes towards**

This module contributes towards the following programmes of study: