



University of the
West of England

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Practice Teaching				
Module Code	UZVSKN-15-3	Level	3	Version	1
Owning Faculty	Health and Applied Sciences	Field	Health Community and Policy Studies		
Department	Health and Social Sciences				
Contributes towards	BSc(Hons) Specialist Practice BSc (Hons) Public Health (Specialist Community Public Health Nursing) PG Dip Public Health (Specialist Community Public Health Nursing)				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Professional Practice
Pre-requisites	Working in a relevant area of practice		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	As required by statutory professional bodies / by agreement with Module Lead	
Valid From	September 2016		Valid to	August 2022	
CAP Approval Date	15 November 2016				

Part 2: Learning and Teaching	
Learning Outcomes	<p>Recognise learners stage of learning, relate theory to practice, support and enable learners, develop their learning and through critical reflection identify future learning experiences (NMC 2008) Domains: Facilitation of Learning, Evaluation of Learning) Component A & B</p> <p>Act as a resource within an inter-professional team, contribute to an effective learning environment in which safe evidence based practice is fostered, implemented and evaluated (NMC (2008) Domains: Create an Environment for Learning, Evidence based practice) Component A & B</p> <p>Analyse the principles and practices of effective learning and assessment in the workplace (NMC (2008) Domains: Assessment and Accountability, Evaluation of Learning, Context of Practice, Evidence Based Practice. Leadership) Component A & B</p> <p>Establish effective working relationships that facilitate personal development in self and others moving into specific areas of practice or a level of practice beyond initial registration (NMC (2008) Domains: Establish Effective Working Relationships, Evaluation of Learning, Leadership) Component A& B</p> <p>Collaborate with educationalists to collate ,develop and evaluate professional curriculum(NMC (2008) Domains: Facilitation of Learning , Evaluation of Learning , Leadership) Component A & B</p>

	<p>Be accountable for confirming that the learner has met or not met professional competencies (NMC (2008) Domains: Assessment and Accountability, Leadership) Component A & B</p> <p>Within the confines of safe practice, lead, maintain and evaluate professional boundaries that are sufficiently flexible for providing inter-professional care (NMC (2008) Domains: Context of Practice, Leadership) Component A & B</p> <p><i>For Nurses and Midwives only: On completion of this module stage 3 Practice Teachers will be expected to provide evidence regarding the above learning outcomes.</i></p>
Syllabus Outline	<p>Establishing Effective Working Relationships Establishing effective working relationships in the context of inter-professional working Positive Role modelling and supporting students moving into specific areas of practice or a level beyond initial registration Supporting mentors</p> <p>Facilitation of Learning Enable learners to relate theory to practice through the development of critical reflection Facilitating the integration of learning from the workplace and academic settings Consider effective facilitation including communication especially questioning and feedback skills Design, assess and evaluate professional curriculum accessed by learners at both registration level and beyond</p> <p>Assessment and Accountability Consider accountability in the principles and practices of effective learning and assessment in the workplace Design and develop frameworks for support, supervision and assessment</p> <p>Evaluation of Learning Consider the practice of others including beyond initial registration with reference to curriculum developments, design, quality assurance systems, leadership and national standards Lead and provide feedback about the effectiveness of learning and assessment in practice. Collate evidence on the quality of education relating to the professional regulatory body standards</p> <p>Create and Environment for Learning Create an environment for learning for others including beyond initial registration</p> <p>Context of Practice Evaluate the context of practice, practice development and change Prioritise work to accommodate the support of students in the context of practice</p> <p>Evidence Based Practice Theories of adult learning and teaching The principles, application and professional implications of teaching, learning and assessment theories that safeguards appropriate professional standards Theories of Reflection Disseminate effective evidence based practice</p> <p>Leadership Lead, plan and deliver a range of learning experiences to meet students defined learning needs Facilitate a selection of appropriate learning strategies to integrate learning from practice</p>

	Support and act as an advocate for students in accessing a range of learning opportunities involving service users, carers and professionals																																																
Contact Hours/Scheduled Hours	30 contact hours plus independent study, tutorials and student directed activities totalling 30 days protected time across the six months of the module in order to meet the NMC (2008) SLAiP requirements																																																
Teaching and Learning Methods	A variety of approaches will be used which will include workshops, blended learning, role play, discussion and reflection on practice through units of study.																																																
Key Information Sets Information	<p>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.</p> <table><tr><th colspan="5">Key Information Set - Module data</th></tr><tr><td colspan="5"></td></tr><tr><td colspan="4">Number of credits for this module</td><td>15</td></tr><tr><td colspan="5"></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></tr><tr><td>150</td><td>36</td><td>114</td><td>0</td><td>150</td></tr></table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Coursework: Written assignment Practical Exam :Practice competence</p> <table><tr><td colspan="2">Total assessment of the module:</td><td></td></tr><tr><td colspan="2"></td><td></td></tr><tr><td>Written exam assessment percentage</td><td></td><td>0%</td></tr><tr><td>Coursework assessment percentage</td><td></td><td>100%</td></tr><tr><td>Practical exam assessment percentage</td><td></td><td>P/F</td></tr><tr><td colspan="2"></td><td>100%</td></tr></table>	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	Total assessment of the module:						Written exam assessment percentage		0%	Coursework assessment percentage		100%	Practical exam assessment percentage		P/F			100%
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Reading Strategy	<p>Core reading</p> <p>Any core reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module handbooks will also reflect the range of reading to be carried out.</p> <p>Please purchase either: Gopee, N. (2010) <i>Practice teaching in healthcare</i>. London, Sage Publications. or Smith A., McCaskill H., Jack K. I. (2009) <i>Developing advanced skills teaching in practice</i>. Basingstoke, Palgrave MacMillan.</p>																																																

	<p>Further reading</p> <p>Further reading will be required to supplement the set text and other printed reading. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p>Access and skills</p> <p>The development of literature searching skills is supported by a Library seminar provided within the first semester. Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the library web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.</p>
Indicative Reading List	<p>Indicative reading list</p> <p>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, <i>current</i> advice on readings will be available via the module handbook.</p> <p>Aston, L. and Hallam, P. (2011) <i>Successful mentoring in nursing</i>. Exeter, Learning Matters Ltd.</p> <p>Gopee, N. (2010) <i>Practice teaching in healthcare</i>. London, Sage Publications. This is also available as an e book.</p> <p>Hinchliff, S. (2009) <i>The Practitioner as teacher</i> 4th Ed. Edinburgh: Churchill Livingstone ebook</p> <p>Quinn, F.M. and Hughes, S.J. (2013) <i>Quinn's, the principles and practice of nurse education</i>. 6th Ed. Andover, Hampshire: Cengage Learning. ebook</p> <p>Smith A., McCaskill H., Jack K. I. (2009) <i>Developing advanced skills teaching in practice</i>. Basingstoke, Palgrave MacMillan.</p> <p>Walsh D (2014) <i>The Nurse Mentors Handbook Supporting students in Clinical Practice</i> 2nd Edition McGraw Hill</p> <p>Wigens,L., and Heathershaw, R. (2013) <i>Mentorship and Clinical Supervision Skills in Healthcare</i> 2nd Ed Andover, Hampshire: Cengage Learning</p>

Part 3: Assessment	
Assessment Strategy	<p>Component A</p> <p>In the assessment students are asked to use the on-going achievement record to achieve the NMC (2008a) SLAiP domains. This provides a synthesis of the student's portfolio of evidence and is an assessment of the student's practice competence.</p>

	Component B Students are expected to critically evaluate and synthesise their facilitation and assessment experiences and role against current literature in a written evaluative assignment.
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	P/F	100%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Practice Teacher NMC Standards Ongoing Achievement Record	Pass/Fail	

First Sit	
Component B (controlled conditions) Description of each element	Element weighting (as % of component)
2. 2500 word written assessment	100 %
Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Practice Teacher NMC Standards Ongoing Achievement Record	Pass/Fail
First Sit	
Component B (controlled conditions) Description of each element	Element weighting (as % of component)
2. 2,500 word written assessment	100 %
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.	

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First CAP Approval Date	15/11/2016			
Revision CAP Approval Date	15 November 2016	Version	1	RIA 11996