



## **Module Specification**

### **Facilitating Learning and Assessing in Practice**

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## Part 1: Information

**Module title:** Facilitating Learning and Assessing in Practice

**Module code:** UZUSKK-15-3

**Level:** Level 6

**For implementation from:** 2023-24

**UWE credit rating:** 15

**ECTS credit rating:** 7.5

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

**Department:** HAS School of Health and Social Wellbeing

**Partner institutions:** None

**Field:** Maternal and Child Health

**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:** Not applicable

**Features:** Module Entry requirements:

As required by statutory professional bodies/ by agreement with Module Lead.

Students must be working in a relevant area of practice.

**Educational aims:** See Learning Outcomes.

**Outline syllabus: Establishing Effective Working Relationships:**

Establishing effective working relationships in the context of inter-professional working

Positive Role modelling

**Facilitation of Learning:**

Facilitating the integration of learning from the workplace and academic settings

Consider effective communication including questioning and feedback skills

**Assessment and Accountability:**

Consider accountability in the principles and practices of effective learning and assessment in the workplace

Identify frameworks for support, supervision and assessment

**Evaluation of Learning:**

Consider the practice of others with reference to curriculum developments, design, quality assurance systems, leadership and national standards

Provide feedback about the effectiveness of learning and assessment in practice.

**Create an Environment for Learning:**

Create an environment for learning

**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

**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

**Leadership:**

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

Support and act as an advocate for students in accessing a range of learning opportunities involving service users, carers and professionals

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

**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.

21 contact hours plus independent study, tutorials and student directed activities totalling 150 hours. (This meets NMC requirements).

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

**A1** Through use of critical reflection, support learners, recognise their stage of learning, develop their learning and identify future learning experiences (NMC (2008) Domains: Facilitation of Learning, Evaluation of Learning)

**A2** Act as a resource, contributing 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)

**B1** 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)

**C1** Be accountable for confirming that the learner has met or not met professional competencies (NMC (2008) Domains: Assessment and Accountability, Leadership)

**C2** Within the confines of safe practice, initiate and maintain professional boundaries that are sufficiently flexible for providing inter-professional care (NMC (2008) Domains: Context of Practice, Leadership)

**D1** Establish effective working relationships that facilitate personal development in self and others (NMC (2008) Domains: Establish Effective Working Relationships, Evaluation of Learning, Leadership)

**Hours to be allocated:** 150

**Contact hours:**

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 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/uzuskk-15-3.html) via the following link <https://uwe.rl.talis.com/modules/uzuskk-15-3.html>

## **Part 4: Assessment**

**Assessment strategy:** The words used in your plan will be up to 500 words, therefore your plan and essay will equate to a 2000 word submission.

In the assessment students are asked to create a facilitation plan up to 500 words, carry out this facilitation and assessment plan and produce a 1500 word reflection on the process that demonstrates effective rationales and critique of their practice. At level 3 students are expected to discuss, appraise and synthesise their facilitation and assessing experience against current literature.

**Assessment tasks:**

**Written Assignment (First Sit)**

Description: 2,000 word written assessment

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: A1, A2, B1, C1, C2, D1

**Written Assignment (Resit)**

Description: 2,000 word written assessment

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: A1, A2, B1, C1, C2, D1

**Part 5: Contributes towards**

This module contributes towards the following programmes of study: