Module Specification

Facilitating Learning and Assessing in Practice

Version: 2023-24, v2.0, 17 Jul 2023

Contents

Part 1: Information

Module title: Facilitating Learning and Assessing in Practice

Module code: UZUSKL-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 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. Working in a relevant area of practice.

Educational aims: See Learning Outcomes.

For Nurses and Midwives only: On completion of this module stage 2 mentors will be expected to provide evidence regarding the 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

Develop 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 Critically 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, maintain and evaluate professional boundaries that are sufficiently flexible for providing inter-professional care (NMC (2008) Domains: Context of Practice, Leadership)

D1 Critique and 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 = 129 hours

Face-to-face learning = 21 hours

Total = 150

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://uwe.rl.talis.com/modules/uzuskl-15-m.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 M students are expected to critically evaluate and synthesise their facilitating and assessing experience against current literature and debate the wider social and political implications of facilitating and assessing in practice.

Assessment tasks:

Written Assignment (First Sit)
Description: 2000 word written assignment
Weighting: 100 %
Final assessment: Yes
Group work: No
Learning outcomes tested: A1, A2, B1, C1, C2, D1

Written Assignment (Resit)
Description: 2000 word written assignment
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: