



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

| Part 1: Basic Data | | | | | |
|-----------------------|---|---------------------------|-------------------------------|-------------|----|
| Module Title | Practice of Teaching in Higher Education (Nurse/Midwife Teacher) | | | | |
| Module Code | UZTRWS-15-M | Level | M | Version | 1 |
| UWE Credit Rating | 15 | ECTS Credit Rating | 7.5 | WBL module? | No |
| Owning Faculty | Health and Applied Sciences | Field | Continuing Care Adult Nursing | | |
| Department | Nursing and Midwifery | Module Type | Professional Practice | | |
| Contributes towards | PG Cert Education Postgraduate Certificate Teaching & Learning in Higher Education (Nurse / Midwife Teacher) | | | | |
| Pre-requisites | None | Co-requisites | None | | |
| Excluded Combinations | None | Module Entry requirements | | | |
| Valid From | September 2015 | Valid to | | | |

| | |
|--------------------------|----------|
| CAP Approval Date | Feb 2015 |
|--------------------------|----------|

| Part 2: Learning and Teaching | |
|-------------------------------|---|
| Learning Outcomes | <p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Effectively support a wide range of learners and demonstrate in-depth understanding of a working relationship with others whilst facilitating a therapeutic learning environment (Domains 1 & 2) (Component A & B). 2. Demonstrate a creative understanding of current innovative learning and teaching strategies across a range of settings and act as a practice expert to support professional development (Domain 2) (Component A & B). 3. Apply in-depth understanding of the assessment and feedback processes to ensure accountability to decisions related to the standards of proficiency for NMC registration (Domains 3 & 8) (Component A & B). 4. Integrate evidence based practice and expert knowledge to create an effective learning environment and critically evaluate the learning experience and how it enhances the quality of learning and healthcare delivery (Domains 4, 5 & 7) (Component A & B). 5. Consolidate analysis of how healthcare and educational policies influence professional practice and explore how research findings are disseminated to enhance the quality of learning and healthcare delivery (Domain 6 & 7) (Component A & B). 6. Demonstrate in-depth leadership skills to initiate or facilitate innovative educational initiatives in nurse/midwifery teaching and involve others to ensure comprehensible standards of professional practice. (Domains 6 & 8) (Component A & B). |
| Syllabus Outline | The module will be focussed on the student's experience in nursing and midwifery educational practice. As well as teaching observations from NMC qualified practitioners, there will also be thematic, student led study days which will enable |

students to gain a greater understanding of their role in nursing and midwifery teaching and learning. All students will lead seminar sessions on several developments in nursing and midwifery educational practice. A total of eight study days will cover the following student led topics, focussing specifically on nurse/midwifery settings and consolidating previous generic learning regarding practice :

- Creating a conducive learning environment
- Assessment and constructive feedback
- Conducting effective lectures
- Conducting effective seminars
- Practice based learning
- Evaluating the learning experience
- Dealing with disability and mixed ability groups
- Technology and/or Simulation in professional practice

Students will receive feedback on six practical teaching sessions and this is a compulsory element of the portfolio.

| Observer | Module Tutor | Peer from Nursing and Midwifery | Peer outside Nursing and Midwifery | Practice Supervisor |
|-------------|--------------|---------------------------------|------------------------------------|---------------------|
| Lesson Plan | 1 | 1 | 1 | 3 |
| Feedback | 1 | 1 | 1 | 3 |

Contact Hours

The student’s contractual teaching activities at either academic and/or practice settings equates to a minimum of 12 weeks (360 recorded hours).
This must include at least six occasions of contact with the mentor and the academic tutor.

Teaching and Learning Methods

In this module, participants maintain a comprehensive record of teaching activities throughout the year. They will receive feedback on six practical teaching sessions, namely, three from a mentor (NMC registered Teacher), two peers (at least one from a peer outside Nursing and Midwifery) and one from a module tutor (NMC registered Teacher). (In agreement with the module tutor, the peer observations may be substituted by observation visits from a suitably qualified and experienced person).

For the purposes of this module, ‘teaching’ can be taken to include a wide range of activities within which the participant’s intention is to foster the learning of others. The range would include: lecturing to large and small groups; conducting seminars and tutorials with groups and individuals; group and team-based work of various kinds; one-to-one support; inducting learners into an organisation; electronic communication to foster learning, whether in ‘real time’ or in a ‘virtual’ environment; telephone tutorials. Participants should ensure that their observed activities and portfolio content address the outcomes for the NMC Standards for Supporting Learning and Assessment in Practice (SLAiP), Stage 4 of the developmental framework.

General procedures and paperwork:
At the beginning of the observed session the participant will give a copy of their lesson plan and a relevant feedback sheet to the observer. Plans should follow the standard form issued at programme Induction; this will help the observer give appropriate feedback. Each visit must result in a consultation with the observer. The consultation will include an oral self-evaluation by the participant and a discussion of written feedback from the observer, given in relation to the five categories below and in relation to any other criteria requested by the

| | |
|-------------------------|--|
| | <p>participant. The participant will then complete a 'teaching activity self-appraisal' form, which will be included in the assignment together with the plan and written feedback. The discussion between the participant and the module tutor will include a consideration of assignment requirements, including relevant readings. All observers provide written feedback, which becomes the property of the participant and is used by them in completing assignment tasks.</p> <p>All the forms for this module are accessible electronically on Blackboard.</p> <p>Arranging observations Participants are encouraged to begin planning their observations at the earliest opportunity. It is recommended these are spaced evenly over the period of the module. It is expected that this module will address participants' use and development needs of Technology Enhanced Learning (TEL) and that the practical teaching activities will involve (TEL) where practicable. Therefore at least one observation and feedback should include TEL explicitly.</p> <p>Conditions: It is a condition of participation in this module that participants agree to visit a colleague to observe teaching, and that they are available for observation of their own teaching. The peer observation is a necessary part of the experience of this module, but it should be understood that a fellow participant's evaluation of teaching competence does not contribute to the final assessment. The assignment will include records of the above activities, as well as of unobserved teaching and an evaluation of the colleague and an extended self-evaluation. Full details of what must be included are given below</p> |
| Reading Strategy | <p>Core reading It is essential that students read material on teaching and learning available through the library. The module guide will also reflect the range of reading to be carried out.</p> <p>Further reading Students are expected to identify all other reading material relevant to their professional practice. They will be encouraged to read widely using the library search, a variety of bibliographic and full text database and internet resources.</p> <p>Access and skills Additional support is available through the library Services including interactive tutorials on finding books and journals, evaluation information and referencing. Sign-up workshops are also offered by the library staff.</p> |
| Indicative Reading List | <p>Indicative Reading List Bolton, G. (2009) <i>Reflective practice: writing and professional development</i> 3rd ed. London: Paul Chapman</p> <p>Chivers, B. and Shoolbred, M. (2007) <i>A Student's Guide to Presentations: Making your Presentation Count</i>. London: Sage</p> <p>Cottrell, S. (2011) <i>Critical thinking Skills</i>. 2nd ed. Basingstoke: Palgrave MacMillan</p> <p>Kember, D. and Ginns, P. (2012) <i>Evaluating teaching and learning: a practical handbook for colleges, universities and the scholarship of teaching</i>. London: Routledge</p> <p>Mohanna, K., Cottrell, E., Wall, D. and Chamber, R. (2011) <i>Teaching Made Easy</i>. 3rd ed. Oxon: Radcliffe Medical</p> <p>Mohanna, K, Chambers,R and Wall, D. (2007) <i>Your Teaching style: a practical guide to understanding, developing and improving</i>. Oxford: Radcliffe</p> <p>Hughes, S. J. and Quinn, F. M. (2013) <i>Quinn's Principles and Practice of Nurse</i></p> |

Education 6thed. Singapore: Cengage Learning.

Race, P. (2006) *The lecturer's toolkit: a practical guide to learning, teaching and assessment*. 3rd ed. London: Routledge

Smith, A., McAskill, H. and Jack, K. (2009) *Developing Advanced Skills in Practice Teaching*. Basingstoke: Palgrave Macmillan

Stuart, C. C. (2007) *Assessment, Supervision and Support in Clinical Practice*. 2nded Edinburgh: Churchill Livingstone

Journals and Websites

International Journal of Practice-based learning in Health and social Care

Assessment and Evaluation in Higher Education

The British Educational Research Journal

Health and Social Care Education

European Journal of Education

Teaching in Higher Education

Nurse Education in Practice

Nurse Education Today

Part 3: Assessment

Assessment Strategy

Component A

Participants will formulate a portfolio of evidence that encompasses their academic journey and addresses the learning outcomes in accordance with the NMC Standards for Supporting Learning and Assessment in Practice (SLAiP), Stage 4 of the developmental framework (NMC, 2008). This is achievable through successful completion and submission of the following:

- The cover sheet with your details
- A completed self-assessment sheet
- The completed learning contract
- Six lesson plans (see table below)
- Six observed teaching sessions (see table below)
- A completed formative assessment from the mentor
- Evidence of alternative practice
- Evidence mapped against the NMC SLAiP, stage 4 framework
- Record of practice activities equivalent to 360 hours
- A completed Summative assessment from the mentor

Practical teaching sessions

| Observer | Module Tutor | Peer from Nursing and Midwifery | Peer outside Nursing and Midwifery | Practice Supervisor |
|-------------|--------------|---------------------------------|------------------------------------|---------------------|
| Lesson Plan | 1 | 1 | 1 | 3 |
| Feedback | 1 | 1 | 1 | 3 |

Component B

Write a reflective piece of work (1500 words) encapsulating and evaluating the learning experience. This academic essay must address the following elements of

| | |
|--|---|
| | <p>practice:</p> <ul style="list-style-type: none"> • In-depth critical analysis of how learning integrates academic and professional practice • The implications of teaching and learning strategies in nursing and midwifery professional practice • Critical reflection of your development as a nursing and midwifery teacher in higher education. <p>Both pieces of work elicit learning outcomes for the NMC SLAiP, Stage 4 developmental framework and some the requirements of the UK Professional Standards Framework.</p> |
|--|---|

| | | |
|---|--|-----------|
| Identify final assessment component and element | | |
| % weighting between components A and B (Standard modules only) | A: | B: |
| | Pass | 100% |
| First Sit | | |
| Component A (controlled conditions) Description of each element | Element weighting (as % of component) | |
| A portfolio of evidence that meets Stage 4 of the NMC Teacher outcomes | Pass/Fail | |
| Component B Description of each element | Element weighting (as % of component) | |
| Write a reflective piece of work (1500 words) encapsulating and evaluating the learning experience. | 100% | |

| | | |
|--|--|--|
| Resit (further attendance at taught classes is not required) | | |
| Component A (controlled conditions) Description of each element | Element weighting (as % of component) | |
| A portfolio of evidence A portfolio of evidence that meets Stage 4 of the NMC Teacher outcomes | Pass/Fail | |
| Component B Description of each element | Element weighting (as % of component) | |
| Write a reflective piece of work (1500 words) encapsulating and evaluating the learning experience. | 100% | |
| If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences. | | |

Additional Information

NMC Qualified Teacher Standards

The following NMC domains of Standards for Supporting Learning and Assessment in Practice, Stage 4 should guide the student teacher's achievement of learning outcomes:

1. Establishing effective working relationships:

- 1.1. Demonstrate effective relationships with other members of the teaching teams, in practice and academic settings – based on mutual trust and respect.
- 1.2. Maintain appropriate supportive relationships with a range of students, mentors, practice teachers and other professionals.
- 1.3. Foster peer support and learning in practice and academic settings for all students.
- 1.4. Support students to integrate into new environments and working teams to enhance access to learning.

2. Facilitation of learning:

- 2.1. Promote development of enquiring, reflective, critical and innovative approaches to learning.
- 2.2. Implement a range of learning and teaching strategies across a range of settings.
- 2.3. Provide support and advice, with ongoing and constructive feedback to students, to maximise individual potential.
- 2.4. Co-ordinate learning in an interprofessional learning and working environment.
- 2.5. Facilitate integration of learning from practice and academic settings.
- 2.6. Act as a practice expert to support development of knowledge and skills for practice.

3. Assessment and accountability:

- 3.1. Set and maintain professional boundaries that are sufficiently flexible for interprofessional learning.
- 3.2. Develop, with others, effective assessment strategies to ensure that standards of proficiency for registration, or recordable qualifications at a level beyond initial registration, are met.
- 3.3. Support others involved in the assessment process – students, mentors and peers.
- 3.4. Provide constructive feedback to students and assist them in identifying future learning needs and actions, managing failing students so that they may either enhance their performance and capabilities for safe and effective practice, or be able to understand their failure and the implications of this for their future.
- 3.5. Be accountable for their decisions related to fitness for practice for registration or recordable qualifications underpinning such decisions with an evidence-base derived from appropriate and effective monitoring of performance

4. **Evaluation of learning:**
 - 4.1. Determine and use criteria for evaluating the effectiveness of learning environments acting on findings, with others, to enhance quality.
 - 4.2. Foster and participate in self and peer evaluation to enable students to manage their own learning in practice and academic settings and to enhance personal professional development.
 - 4.3. Evaluate the effectiveness of assessment strategies in providing evidence to make judgements on fitness for practice.
 - 4.4. Report on the quality of practice and academic learning environments to demonstrate that NMC requirements have been met, particularly in relation to support of students and achievement of standards of proficiency.
5. **Creating an environment for learning:**
 - 5.1. Develop, in partnership with others, opportunities for students to identify and access learning experiences that meet their individual needs.
 - 5.2. Ensure such opportunities maintain the integrity of the student's professional role whilst responding to the interprofessional context of practice.
 - 5.3. Determine, with others, audit criteria against which learning environments may be judged for their effectiveness in meeting NMC requirements.
 - 5.4. Support and develop others involved to ensure that learning needs are effectively met in a safe environment.
 - 5.5. Explore and implement strategies for continuous quality improvement of the learning environment.
6. **Context of practice:**
 - 6.1. Support students in identifying ways in which policy impacts on practice.
 - 6.2. Contribute effectively to processes of change and innovation, implementing new ways of working that maintains the integrity of professional roles.
 - 6.3. Negotiate ways of providing support to students so that they can achieve their learning needs within the context of professional and interprofessional practice.
 - 6.4. Act as a role model to enable students to learn professional responsibilities and how to be accountable for their own practice.
 - 6.5. Adapt to change, demonstrating to students how flexibility may be incorporated whilst maintaining safe and effective practice.
7. **Evidence based practice:**
 - 7.1. Advance their own knowledge and practice abilities through access to, and involvement in, where appropriate, research and practice development.
 - 7.2. Consider how evidence-based practice, involving patients, clients, carers and other members of the health and social care team, enhances care delivery and learning opportunities.
 - 7.3. Empower individuals, groups and organisations to develop the evidence-base for practice.
 - 7.4. Disseminate findings from research and practice development to enhance the quality of learning, care delivery and academic environments.
8. **Leadership:**
 - 8.1. Demonstrate effective communication skills to facilitate delivery of educational programmes that lead to registration or a recordable qualification.
 - 8.2. Initiate and led programme development and review processes to enhance quality and effectiveness.
 - 8.3. Develop effective relationships with practice and academic staff who are involved in programme delivery to ensure clarity of contribution and strategies to respond to evaluation of learning experiences.
 - 8.4. Demonstrate strategic vision for practice and academic development relevant to meeting NMC requirements.
 - 8.5. Manage competing demands to ensure effectiveness of learning experiences for students.
 - 8.6. Lead, contribute to, analyse and act on the findings of evaluation of learning and assessment to develop programmes.
 - 8.7. Provide feedback about the effectiveness of learning and assessment in practice.