MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Practice Learning and Student Support					
Module Code	UZYSYY-20-M		Level	M	Version	1
UWE Credit Rating	20	ECTS Credit Rating	10	WBL module?	No	
Owning Faculty	Health and Applied Sciences		Field	Allied Health Professions		
Department	Allied Health Professions		Module Type	Project		
Contributes towards	CPD and Postgraduate Learning					
Pre-requisites	Working in a relevant area of practice		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	Working in a relevant area of practice		
First CAP Approval Date	24 March 2015		Valid from	September 2015		
Revision CAP Approval Date			Revised with effect from			

Review Date	September 2021

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Explore the strengths and limitations of the role and attributes of the effective practice-based/placement educator (Component A) • Appraise and apply learning theories that are appropriate for adult and professional learners (Component A) • Plan, implement and facilitate learning in the placement setting (Component A) • Appropriately apply sound principles and judgement in the assessment of performance in the placement setting (Component A) • Critically evaluate the learning experience (Component A) • Critically reflect on experience and formulate action plans to improve future practice (Component A)
Syllabus Outline	The syllabus is designed to accommodate a range of Allied Health Professionals, and therefore combines both multi-professional and generic learning, with some profession specific content where indicated. The following provides an outline of the syllabus in

line with each learning outcome:

1. **Describing the role and identifying the attributes of the effective practice-based/ placement educator**

- Describing the **Role** of the practice educator including:
  - Outlining of the placement student's programme, portfolio, learning outcomes & the assessment / sign off process
  - Establishing effective working relationships and support mechanisms between practice educators & UWE

- Identifying the knowledge, skills & personal attributes of an effective practice educator including
  - positive role modelling
  - appropriate values & behaviours
  - clinical leadership

2. **Applying learning theories that are appropriate for adult and professional learners**

- Exploring a range of appropriate learning theory including learning styles & domains of learning
- Applying this theory to the role of practice educator

3. **Planning, implementing and facilitating learning in the placement setting**

- Creating an environment for learning
- Integrating learning from the academic setting into the workplace
- Developing an awareness of possible barriers to learning in the practice setting
- Exploring effective communication & questioning techniques
- Identifying & supporting additional learning requirements
- Managing common problems in placement

4. **Applying sound principles and judgement in the assessment of performance in the placement setting**

- Identifying learning outcomes & objectives
- Exploring assessment methods & collecting evidence
- Establishing validity, consistency and fairness in assessing
- Reviewing effective feedback techniques
- Identifying frameworks & techniques for supporting students
- Exploring barriers to failing a student
- Developing awareness of student expectations & their responsibilities including codes of practice / fitness to practice
- Recognising placement educator accountability

5. **Evaluating learning in the practice setting**

	• Exploring methods of monitoring the quality of learning & assessment delivered in practice, including receiving feedback • Evaluating practice educator effectiveness in delivering learning and making improvements **6. Reflecting on experience and formulating action plans to improve future practice (Based upon experiences in delivering learning outcomes 1-5)** • Exploring reflective practice models including SWOT analysis • Formulating personal action plans to improve effectiveness as a practice educator • Recognising how being an effective practice educator can improve a clinicians broader practice & how it can support CPD
Contact Hours	This module will be delivered using a blended learning approach with contact hours expected to be equivalent to 125 hours in total which includes scheduled learning, online learning, student support and work-based learning. Students will be required to attend for a combination of lectures and seminars totalling a maximum of 18 hours across separate 3 days, and will have access to a module leader and/or module supervisor which will enable additional 1:1 support and guidance. Contact time will also take a synchronous virtual form through the use of email discussion groups, virtual learning environments (VLEs) and other technology-aided means. Individual support will be available via telephone, email and other online methods in addition to face to face means.
Teaching and Learning Methods	A variety of approaches will be used which may include: **Scheduled learning**: lectures, seminars, tutorials, online activities and work-based learning. **Independent learning**: hours engaged with essential and further reading, assignment preparation and completion etc.
Key Information Sets Information	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.

Key Information Set - Module data

Number of credits for this module				20	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
200	125	75	0	200	

The table below indicates as a percentage the total assessment of the module which constitutes a -

Coursework: Written Assignment

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:				
Written exam assessment percentage				0%
Coursework assessment percentage				100%
Practical exam assessment percentage				0%
				100%

| Reading Strategy | **Core reading**

Any core reading will be indicated clearly, along with the method for accessing it, eg students may 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.

Further reading

Further reading will be required to supplement the core reading and other printed or specified reading. Students are expected to identify all other reading relevant to their chosen professional or practice area 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.

Access and skills

Support for literature searching skills can be accessed via the Library. Students may be presented with 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.

Students will be provided with a list of relevant resources which will support them with their studies. This will be in the module handbook and available via the module Blackboard pages. |

| Indicative Reading List | 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, CURRENT advice on readings will be available via other |

more frequently updated mechanisms.

Atherton, J (2005c) *Learning and Teaching: Theories of Learning [Online] Available* from: http://www.learningandteaching.info/learning/theories.htm
[Accessed: 17 October 2014]

Cross, V., Caladine, L., Morris, J., Hilton, R., Bristow, H. and Moore, A. (2006) *The Practice-Based Educator: A Reflective Tool for CPD and Accreditation.* Chichester: John Wiley

Donaghy, M.E. and Morss, K. (2000) Guided reflection: A framework to facilitate and assess reflective practice within the discipline of physiotherapy. *Physiotherapy Theory and Practice.* 16, 3-14.

Flemming, N. (2006) VARK: A Guide to Learning Styles [Online] Available form: http://www.vark-learn.com/english/page.asp?p=categories [Accessed 17 October 2014]

Gibbs, G. and Simpson, C. (2004) Conditions under which assessment supports students' learning. Learning and Teaching in Higher Education. Issue 1 (3-31)

Gopee, N. (2010) *Practice Teaching in Healthcare.* London, Sage Publications.

Hawkins, p., and Shoet, R. (2007) *Supervision in the helping professions 3rd ed.* Berkshire: McGraw Hill

Minton, D. (2005) *Teaching Skills in Further Education and Adult Education* 3rd Ed. London, Thomson.

Panzarella, K.J. and Manyon, A.T. (2007) A Model for Integrated Assessment of Clinical Competence. *Journal of Allied Health,* 36(3): 157-164

Polglase, T. & Treseder, R. (2012), The occupational therapy handbook: practice education, M&K Update Ltd, Keswick.

Rae, A.M. and Cochrane, D.K. (2008) Listening to students: How to make written assessment feedback useful. Active Learning in Higher Education. Vol 9(3): 217-230

Rose, M. and Best, D. (2005) *Transforming Practice through Clinical Education, professional Supervision and mentoring.* Elsevier: London

Schultz, S., Angove, C. and Sharp, P. (2004) Assessing and Evaluating Reflection. In:
Bulman, C. and Schultz, S. (eds) Reflective Practice in Nursing. 3rd Ed. Blackwell Publishing Ltd.

Scholes, J. and Albarran, J. (2005) Failure to fail: facing the consequences of inaction. Editorial. *Nursing in Critical Care.* Vol 10. (3) pp 113-115

The following is an indicative list of organizations and professional journals which hold a range of publications/articles relevant to this module, including standards of education and training:

- Chartered Society of Physiotherapy: www.csp.org.uk
- Society and College of Radiographers: www.sor.org
- College of Occupational Therapists: www.cot.co.uk
- Department of Health www.dh.gov.uk
- Health and Care Professions Council http://www.hcpc-uk.org/
- British Association of Sport Rehabilitators and Trainers www.basrat.org
- Journal of Sports Rehabilitation
- British Journal of Occupational Therapy
- Journal of Paramedic Practice

	· Radiography

Part 3: Assessment

Assessment Strategy	The assessment for this module will be a 3000 word assignment related to the 6 learning outcomes of the module, demonstrating how the student has facilitated, supported, assessed and evaluated a student in practice including: · Critical consideration of their own attributes and skills and how these supported or hindered student support and development · Learning theories and how these facilitated learning in practice · Reflecting on and developing their experience as a practice educator. The assignment will be a maximum of 3000 words in line with the <u>university word count policy</u>. Completion of the assignment will be supported by a formative portfolio developed during the module. This portfolio will consist of reflective accounts and learning relating to: · Practice educator attributes and their role · Learning theories · Facilitating learning · Assessment of placement setting performance · Evaluating learning · Reflecting on developing experience as a practice educator. Additional formative assessment opportunities will be woven throughout the module duration both through the taught content (face to face and via online means through discussion groups and seminar groups) and during work-based learning.

Identify final assessment component and element		**Component A**	
% weighting between components A and B (Standard modules only)		**A:** **100%**	**B**:

First Sit	

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. 3000 Word Written Assignment	100%
2.(etc)	
Component B **Description of each element**	**Element weighting** **(as % of component)**
1.	
2.(etc)	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions)	**Element weighting**

Description of each element	(as % of component)
1.3000 Word Written Assignment	100%
2.(etc)	
Component B **Description of each element**	**Element weighting** (as % of component)
1.	
2.(etc)	

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.	