

## ACADEMIC SERVICES

### MODULE SPECIFICATION

*Guidance is given in the template below in red. Please write the specification for your module over the guidance notes.*

Part 1: Basic Data					
Module Title	Practice Learning and Student Support				
Module Code	UZYSYX-20-3	Level	3	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		Valid from	September 2015		
Revision CAP Approval Date		Revised with effect from			

Review Date	
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>Describe the role and identify the attributes of the effective practice-based/placement educator (Component A)</li> <li>Apply learning theories that are appropriate for adult and professional learners (Component A)</li> <li>Plan, implement and facilitate learning in the placement setting (Component A)</li> <li>Apply sound principles and judgement in the assessment of performance in the placement setting (Component A)</li> <li>Evaluate the learning experience (Component A)</li> <li>Reflect on experience and formulate action plans to improve future practice (Component A)</li> </ul>
Syllabus Outline	<p>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</p>

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**

	<ul style="list-style-type: none"><li>Exploring methods of monitoring the quality of learning &amp; assessment delivered in practice, including receiving feedback</li><li>Evaluating practice educator effectiveness in delivering learning and making improvements</li></ul> <p><b>6. Reflecting on experience and formulating action plans to improve future practice (Based upon experiences in delivering learning outcomes 1-5)</b></p> <ul style="list-style-type: none"><li>Exploring reflective practice models including SWOT analysis</li><li>Formulating personal action plans to improve effectiveness as a practice educator</li><li>Recognising how being an effective practice educator can improve a clinicians broader practice &amp; how it can support CPD</li></ul>																									
Contact Hours	<p>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.</p> <p>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.</p> <p>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.</p>																									
Teaching and Learning Methods	<p>A variety of approaches will be used which may include:</p> <p><b>Scheduled learning:</b> lectures, seminars, tutorials, online activities and work-based learning.</p> <p><b>Independent learning:</b> hours engaged with essential and further reading, assignment preparation and completion etc.</p>																									
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">Number of credits for this module</td></tr><tr><td colspan="4"></td><td>20</td></tr><tr><td>Hours to be allocated</td><td>Scheduled learning and teaching study hours</td><td>Independent study hours</td><td>Placement study hours</td><td>Allocated Hours</td></tr><tr><td>200</td><td>125</td><td>75</td><td>0</td><td>200</td></tr></table>	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
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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**

Students will be provided with access to essential reading either in electronic form via the Library website or Blackboard, or as printed study packs.

Module handbooks will also reflect the range of reading to be carried out.

**Further reading**

Further reading will be required to supplement essential readings identified.

Students are expected to identify additional reading relevant to their profession and practice area for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full-text databases, and Internet resources. Many resources can be accessed remotely.

**Access and skills**

All students are encouraged to make use of the extensive resources provided through the Library. 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:

	<p>John Wiley</p> <p>Donaghy, M.E. and Morss, K. (2000) Guided reflection: A framework to facilitate and assess reflective practice within the discipline of physiotherapy. <i>Physiotherapy Theory and Practice</i>. 16, 3-14.</p> <p>Flemming, N. (2006) VARK: A Guide to Learning Styles [Online] Available form: <a href="http://www.vark-learn.com/english/page.asp?p=categories">http://www.vark-learn.com/english/page.asp?p=categories</a> [Accessed 17 October 2014]</p> <p>Gibbs, G. and Simpson, C. (2004) Conditions under which assessment supports students' learning. <i>Learning and Teaching in Higher Education</i>. Issue 1 (3-31)</p> <p>Gopee, N. (2010) <i>Practice Teaching in Healthcare</i>. London, Sage Publications.</p> <p>Hawkins, p., and Shoet, R. (2007) <i>Supervision in the helping professions 3<sup>rd</sup> ed.</i> Berkshire: McGraw Hill</p> <p>Minton, D. (2005) <i>Teaching Skills in Further Education and Adult Education 3<sup>rd</sup> Ed.</i> London, Thomson.</p> <p>Panzarella, K.J. and Manyon, A.T. (2007) A Model for Integrated Assessment of Clinical Competence. <i>Journal of Allied Health</i>, 36(3): 157-164</p> <p>Polglase, T. &amp; Treseder, R. (2012), <i>The occupational therapy handbook: practice education</i>, M&amp;K Update Ltd, Keswick.</p> <p>Rae, A.M. and Cochrane, D.K. (2008) Listening to students: How to make written assessment feedback useful. <i>Active Learning in Higher Education</i>. Vol 9(3): 217-230</p> <p>Rose, M. and Best, D. (2005) <i>Transforming Practice through Clinical Education, professional Supervision and mentoring</i>. Elsevier: London</p> <p>Schultz, S., Angove, C. and Sharp, P. (2004) Assessing and Evaluating Reflection. In: Bulman, C. and Schultz, S. (eds) <i>Reflective Practice in Nursing</i>. 3<sup>rd</sup> Ed. Blackwell Publishing Ltd.</p> <p>Scholes, J. and Albarran, J. (2005) Failure to fail: facing the consequences of inaction. Editorial. <i>Nursing in Critical Care</i>. Vol 10. (3) pp 113-115</p> <p>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:</p> <ul style="list-style-type: none"> <li>• Chartered Society of Physiotherapy: <a href="http://www.csp.org.uk">www.csp.org.uk</a></li> <li>• Society and College of Radiographers: <a href="http://www.sor.org">www.sor.org</a></li> <li>• College of Occupational Therapists: <a href="http://www.cot.co.uk">www.cot.co.uk</a></li> <li>• Department of Health <a href="http://www.dh.gov.uk">www.dh.gov.uk</a></li> <li>• Health and Care Professions Council <a href="http://www.hcpc-uk.org/">http://www.hcpc-uk.org/</a></li> <li>• British Association of Sport Rehabilitators and Trainers <a href="http://www.basrat.org">www.basrat.org</a></li> <li>• Journal of Sports Rehabilitation</li> <li>• British Journal of Occupational Therapy</li> <li>• Journal of Paramedic Practice</li> <li>• Radiography</li> </ul>
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Part 3: Assessment	
Assessment Strategy	The assessment for this module will be a 3000 word assignment related to

	<p>the 6 learning outcomes of the module, demonstrating how the student has facilitated, supported, assessed and evaluated a student in practice including:</p> <ul style="list-style-type: none"> <li>• Consideration of their own attributes and skills and how these supported or hindered student support and development</li> <li>• Learning theories and how these facilitated learning in practice</li> <li>• Reflecting on and developing their experience as a practice educator.</li> </ul> <p>The assignment will be a maximum of 3000 words in line with the <u>university word count policy</u>.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• Practice educator attributes and their role</li> <li>• Learning theories</li> <li>• Facilitating learning</li> <li>• Assessment of placement setting performance</li> <li>• Evaluating learning</li> <li>• Reflecting on developing experience as a practice educator.</li> </ul> <p>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.</p>
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. 3000 word written assignment	100%	
2.(etc)		
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1.		
2.(etc)		

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1.3000 word written assignment	100%	
2.(etc)		
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1.		

2.(etc)	
<p>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.</p>	