



## **Module Specification**

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

Version: 2023-24, v2.0, 15 Jul 2023

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## Part 1: Information

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

**Module code:** UZTSXN-0-3

**Level:** Level 6

**For implementation from:** 2023-24

**UWE credit rating:** 0

**ECTS credit rating:** 0

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

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

**Partner institutions:** None

**Field:** Continuing Care Adult Nursing

**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:** This module is non-credit bearing with formative assessment.

**Features:** Module Entry Requirements: As required by NMC and in agreement with Module Lead

**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:** 50 hours of study time which includes 12 hours of contact within the clinical area and the remainder is independent study time. The 12 hours is to be agreed with the line manager and mentor.

A variety of approaches will be used which will include workshops, blended learning, role play, discussion and reflection on practice through units of study, dependent on whether the student undertakes the non-credit bearing route as taught face to face or as A(E)L.

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

**MO1** 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)

**MO2** 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)

**MO3** 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)

**MO4** Establish effective working relationships that facilitate personal development in self and others (NMC (2008) Domains: Establish Effective Working Relationships, Evaluation of Learning, Leadership)

**MO5** Be accountable for confirming that the learner has met or not met professional competencies (NMC (2008) Domains: Assessment and Accountability, Leadership)

**MO6** 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)

**Hours to be allocated:** 0

**Contact hours:**

Independent study/self-guided study = 38 hours

Face-to-face learning = 12 hours

Total = 50

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uztsxn-0-3.html) via the following link <https://uwe.rl.talis.com/modules/uztsxn-0-3.html>

## **Part 4: Assessment**

**Assessment strategy:** A portfolio for formative assessment identifying the learning achieved against the 8 NMC mentoring standards.

**Assessment tasks:**

**Portfolio (First Sit)**

Description: Portfolio identifying the learning achieved against the 8 NMC mentoring standards.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

**Portfolio (Resit)**

Description: Portfolio identifying the learning achieved against the 8 NMC mentoring standards.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

### **Part 5: Contributes towards**

This module contributes towards the following programmes of study: