



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Facilitating Learning and Assessing in Practice (non-credit bearing)				
Module Code	UZTSXN-0-3	Level	3	Version	1
Owning Faculty	Health and Applied Sciences	Field	Continuing Care Adult Nursing		
Contributes towards	None				
UWE Credit Rating	None	ECTS Credit Rating	None	Module Type	Project
Pre-requisites			Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	As required by NMC and in agreement with Module Lead	
Valid From	May 2017		Valid to	January 2019	

CAP Approval Date	21 March 2017
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Part 2: Learning and Teaching	
Learning Outcomes	<ul style="list-style-type: none"> • 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) • 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) • 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) • Establish effective working relationships that facilitate personal development in self and others (NMC (2008) Domains: Establish Effective Working Relationships, Evaluation of Learning, Leadership) • Be accountable for confirming that the learner has met or not met professional competencies (NMC (2008) Domains: Assessment and Accountability, Leadership) • 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)
Syllabus Outline	<p>Establishing Effective Working Relationships Establishing effective working relationships in the context of inter-professional working Positive Role modelling</p> <p>Facilitation of Learning Facilitating the integration of learning from the workplace and academic settings Consider effective communication including questioning and feedback skills</p> <p>Assessment and Accountability</p>

	<p>Consider accountability in the principles and practices of effective learning and assessment in the workplace Identify frameworks for support, supervision and assessment</p> <p>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.</p> <p>Create an Environment for Learning Create an environment for learning</p> <p>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</p> <p>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</p> <p>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</p>
Contact Hours/Scheduled Hours	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
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, dependent on whether the student undertakes the non-credit bearing route as taught face to face or as A(E)L
Reading Strategy	<p>Core reading It is essential that students read one of the many texts on mentoring available through the Library. Module handbooks will also reflect the range of reading to be carried out.</p> <p>Further reading Students 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.</p> <p>Access and skills 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.</p> <p>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, <i>current</i> advice on readings will be available via the module handbook.</p>
Indicative Reading List	<p>Students are encouraged to make use of the extensive resources provided through the library.</p> <p>Aston, L. and Hallam, P. (2014) <i>Successful mentoring in nursing</i>. 2nd ed. Exeter,</p>

	<p>Learning Matters Ltd.</p> <p>Knowles, M., Elwood, F.H, Swanson, R.A. (2015) <i>The adult learner: the definitive classic in adult education and human resource development</i>. 8th Ed. USA, Elsevier. This is available as an e book.</p> <p>Quinn, F.M. and Hughes, S.J. (2014) <i>Quinn's, the principles and practice of nurse education</i>. 6th Ed. Cheltenham, Nelson Thornes. This is available as an e book.</p> <p>Walsh D. (2014) <i>The Nurse Mentors' Handbook: Supporting Students in Clinical Practice</i>. 2nd edit. Berks Open University Press.</p>
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Part 3: Assessment	
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Assessment Strategy	<p>Students will submit a portfolio for formative assessment identifying the learning achieved against the 8 NMC mentoring standards.</p>
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First CAP Approval Date	21 March 2017			
Revision CAP Approval Date		Version	1	Link to RIA 12211