



Module Specification

Practice Learning and Student Support

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Part 1: Information

Module title: Practice Learning and Student Support

Module code: UZYY39-15-M

Level: Level 7

For implementation from: 2023-24

UWE credit rating: 15

ECTS credit rating: 7.5

Faculty: Faculty of Health & Applied Sciences

Department: HAS School of Health and Social Wellbeing

Partner institutions: None

Field: Allied Health Professions

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: Not applicable

Features: Module Entry Requirements: Students must be working in a relevant area of practice.

Educational aims: This module is designed to equip Allied Health practitioners with the knowledge and skills necessary for working with students in practice.

Outline syllabus: 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 and the assessment / sign off process

- establishing effective working relationships and support mechanisms between practice educators and UWE

Identifying the knowledge, skills and personal attributes of an effective practice educator including:

- positive role modelling

- appropriate values and 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 and 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 and questioning techniques

Identifying and 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 and objectives

Exploring assessment methods and collecting evidence

Establishing validity, consistency and fairness in assessing

Reviewing effective feedback techniques

Identifying frameworks and techniques for supporting students

Exploring barriers to failing a student

Developing awareness of student expectations and 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 and 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

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 clinician's broader practice and how it can support CPD.

Part 3: Teaching and learning methods

Teaching and learning methods: A variety of teaching and learning approaches will be used which may include:

For those completing the module with the 3 face to face contact days:

Scheduled learning (20 hours): lectures, seminars, and tutorials

Independent learning: 130 hours engaged with required online activities, essential and further reading, assignment preparation and completion etc.

For those completing the module via distance learning methods only:

Scheduled learning (4 hours): tutorials and supervised and facilitated required online activities

Independent learning : 146 hours engaged with required online activities, essential and further reading, assignment preparation and completion etc.

For those completing the module with the 3 face to face contact days:

This module will be delivered using a blended learning approach with contact hours expected to be equivalent to approximately 20 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 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.

For those completing the module via distance learning methods only:

This module will be delivered using a distance learning approach with contact hours expected to be equivalent to approximately 4 hours in total which includes scheduled online learning, other online learning, student support and work based learning. Students will have access to a module leader and/or module supervisor, which will enable 1:1 support and guidance via telephone, email and other online methods. Contact time may 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.

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

MO1 Explore the strengths and limitations of the role and attributes of the effective practice-based/placement educator

MO2 Appraise and apply learning theories that are appropriate for adult and professional learners

MO3 Plan, implement and facilitate learning in the placement setting

MO4 Appropriately apply sound principles and judgement in the assessment of performance in the placement setting

MO5 Critically evaluate the learning experience

MO6 Critically reflect on experience and formulate action plans to improve future practice

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 130 hours

Face-to-face learning = 20 hours

Total = 150

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uzyy39-15-m.html) via the following link <https://uwe.rl.talis.com/modules/uzyy39-15-m.html>

Part 4: Assessment

Assessment strategy: The assessment for this module will be a 2500 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 2500 words (in line with the university word count policy) in order to enable the student to meet the module learning outcomes,

and will draw from a completed SWOT analysis and Personal Development Plan to be provided in the appendix.

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/or via online means through discussion groups, tutorials and seminar/lecture groups) and during work-based learning.

Assessment tasks:

Written Assignment (First Sit)

Description: 2500 Word (maximum) Written Assignment

Weighting: 100 %

Final assessment: Yes

Group work: No

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

Written Assignment (Resit)

Description: 2500 Word (maximum) Written Assignment

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: