University of the
West of England
BRISTOL

## MODULE SPECIFICATION

| Part 1:  Information | | | |
|---|---|---|---|
| Module Title | Practice Learning and Student Support | | |
| Module Code | UZYY38-15-3 | Level | 3 |
| For implementation from | September 2017 | | |
| UWE Credit Rating | 15 | ECTS Credit Rating | 7.5 |
| Faculty | Health and Applied Sciences | Field | Allied Health Professions |
| Department | Allied Health Professions | | |
| Contributes towards | CPD and Postgraduate Learning<br>BSc (Hons) Applied Paramedic Science | | |
| Module type: | Project | | |
| Pre-requisites | Working in a relevant area of practice | | |
| Excluded Combinations | None | | |
| Co- requisites | None | | |
| Module Entry requirements | Working in a relevant area of practice | | |

| Part 2: Description |
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This module is designed to equip Allied Health practitioners with the knowledge and skills necessary for working with students in practice.

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**
- 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 & how it can support CPD

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:** lectures, seminars, and tutorials.
**Independent learning:** 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:** tutorials and facilitated required online activities,
**Independent learning:** hours engaged with required online activities, essential and further reading, assignment preparation and completion etc.

| **Part 3: Assessment** |
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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:

- 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.

Module completion will be supported by a formative portfolio developed during the module. This formative 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.

| Identify final timetabled piece of assessment (component and element) | **Component A** | |
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| **% weighting between components A and B** (Standard modules only) | **A:** **100%** | **B**: |
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**First Sit**

| **Component A** (controlled conditions) **Description of each element** | **Element weighting** **(as % of component)** |
|---|---|
| 1. 2500 Word (maximum) Written Assignment | 100% |

**Resit (further attendance at taught classes is not required)**

| **Component A** (controlled conditions) **Description of each element** | **Element weighting** **(as % of component)** |
|---|---|
| 1. 2500 Word (maximum) Written Assignment | 100% |

| **Part 4:  Teaching and Learning Methods** |
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| Learning Outcomes | On successful completion of this module students will be able to: <br><br> • Describe the role and identify the attributes of the effective practice-based/placement educator (Component A) <br> • Apply learning theories that are appropriate for adult and professional learners (Component A) <br> • Plan, implement and facilitate learning in the placement setting (Component A) <br> • Apply sound principles and judgement in the assessment of performance in the placement setting (Component A) <br> • Evaluate the learning experience (Component A) <br> • Reflect on experience and formulate action plans to improve future practice (Component A) |
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| Key Information Sets Information (KIS) | **For those completing the module with the 3 face to face contact days:** |
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**Key Information Set - Module data**

| Number of credits for this module | | | | 15 | |
|---|---|---|---|---|---|

| Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | |
|---|---|---|---|---|---|
| 150 | 20 | 130 | 0 | 150 | ✓ |

**For those completing the module via distance learning methods only:**

**Key Information Set - Module data**

| Number of credits for this module | | | | 15 | |
|---|---|---|---|---|---|

| Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | |
|---|---|---|---|---|---|
| 150 | 4 | 146 | 0 | 150 | ✓ |

Contact Hours

**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.

| Total Assessment | The table below indicates as a percentage the total assessment of the module which constitutes a; |
|---|---|

**Written Exam**: Unseen or open book written exam
**Coursework**: Written assignment or essay, report, dissertation, portfolio, project or in class test
**Practical Exam**: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)

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

| Reading List | |
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**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.

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.

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

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]

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

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

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

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| First CAP Approval Date | 21 March 2017 | | | |
|---|---|---|---|---|
| Revision CAP Approval Date | | Version | 1 | *Link to RIA 12151* |