

## Support for Learning in Practice Face-to-face

|                |                                                   |
|----------------|---------------------------------------------------|
| Module Code:   | PRP7007-A                                         |
| Academic Year: | 2018-19                                           |
| Credit Rating: | 10                                                |
| School:        | School of Allied Health Professions and Midwifery |
| Subject Area:  | Professional Practice                             |
| FHEQ Level:    | FHEQ Level 7 (Masters)                            |

Pre-requisites:

Co-requisites:

### Contact Hours

| Type           | Hours |
|----------------|-------|
| Lectures       | 5     |
| Seminar        | 20    |
| Laboratory     | 3     |
| Directed Study | 72    |

### Availability Periods

| Occurrence | Location/Period                                     |
|------------|-----------------------------------------------------|
| BDA        | University of Bradford / Academic Year (Sept - May) |

### Module Aims

To extend the student`s knowledge and understanding of the theoretical issues that can influence the teaching, learning and assessment process and their application in practice settings. To facilitate the development of leadership skills and attributes in order to enhance the clinical learning experience, undertake assessment in practice and enrich the learning environment.

### Outline Syllabus

Concept and characteristics of the clinical learning environment for example: development of resources, use of technology, professional code(s) of practice, ethical dimensions, quality

audit, quality enhancement and standard setting.

Communication: giving and receiving feedback and resolving disagreements, equality and diversity, supporting reasonable adjustments when disabilities are declared, documentation and record keeping.

Reflection: models of reflection, applying learning gained from reflection and evaluation.

Learning and teaching: skills and strategies, use of contracts, curricula.

Assessment: competence, judgement, reliability and validity, criterion referencing, interprofessional dimensions. Roles: mentorship, clinical supervision, preceptorship. NMC framework to support learning and assessment in practice to include: establishing effective working relationships, facilitation of learning, assessment and accountability, evaluation of learning, creating an environment for learning, context of practice, evidence-based practice, leadership.

## Module Learning Outcomes

*On successful completion of this module, students will be able to...*

- 1
  - 1.1 Critically analyse learning, teaching and mentorship theories, principles of assessment, concepts of reliability, validity and factors that influence judgement relevant to learner needs
  - 1.2 Critically appraise the responsibilities and boundaries of your role in supporting learning, teaching and assessment working within a legal, ethical and professional framework cognisant of your professional accountability
- 2
  - 2.1 Critically evaluate the practice setting as a learning environment and analyse effective evidence based learning opportunities
  - 2.2 Critically appraise your contribution to ongoing quality audit and quality enhancement of the practice learning environment.
  - 2.3 Negotiate learning needs, and use appropriate assessment strategies to offer guidance, provide feedback, facilitate and support learning and assessment, and reflect upon the effectiveness of your role in those processes and provide leadership to others.
- 3
  - 3.1 Advance and critically reflect upon existing interpersonal skills to manage effective learning and comprehensive assessment.
  - 3.2 Contribute to, and integrate the involvement of others through effective team working in the practice learning environment

## Learning, Teaching and Assessment Strategy

This module will be delivered with attendance in a classroom setting. Students will be expected to engage with course materials throughout the module to address learning outcomes 1.1, 1.2, 2.1, 2.2. Students will also need access to learners during the module in order to meet learning outcome 2.3, 3.1 and 3.2

## Mode of Assessment

| Type      | Method     | Description                         | Length      | Weighting | Final Assess' |
|-----------|------------|-------------------------------------|-------------|-----------|---------------|
| Summative | Coursework | Explore your role as an assessor of | -2500 words | 100%      | Yes           |

students in a  
clinical practice  
setting (pass at  
40%)

**Legacy Code (if applicable)**

### **Reading List**

To view Reading List, please go to [rebus:list](#).