

Module Details	
Module Title:	Support for Learning in Practice - Blended Learning (Level 7 - 10 credits)
Module Code:	PRP7006-A
Academic Year:	2020-21
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	
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.

Learning Outcomes

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
Summative	Examination - practical/laboratory	Practice elements (PASS/FAIL by mentor) (Multiple assessment events)		%

Summative	Coursework	Explore your role as an assessor of students in a clinical practice setting	-2500 words	100%
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Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>.

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.