**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**

<table>
<thead>
<tr>
<th>Type</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Lectures</td>
<td>5</td>
</tr>
<tr>
<td>Seminar</td>
<td>20</td>
</tr>
<tr>
<td>Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Directed Study</td>
<td>72</td>
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**Availability Periods**

<table>
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<tr>
<th>Occurrence</th>
<th>Location/Period</th>
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<tbody>
<tr>
<td>BDA</td>
<td>University of Bradford / Academic Year (Sept - May)</td>
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**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 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

2.1 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.

3.1 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

<table>
<thead>
<tr>
<th>Type</th>
<th>Method</th>
<th>Description</th>
<th>Length</th>
<th>Weighting</th>
<th>Final Assess'</th>
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<tbody>
<tr>
<td>Summative</td>
<td>Coursework</td>
<td>Explore your role as an assessor of</td>
<td>-2500 words</td>
<td>100%</td>
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students in a clinical practice setting (pass at 40%)

Legacy Code (if applicable)

Reading List
To view Reading List, please go to rebus:list.