Refer to guidance notes for completion of each section of the specification.

Module Code:	OCC606

Module Title:	Practice Educator Accreditation course: Allied Health (Physiotherapy and Occupational Therapy)

Level:	6	Credit Value:	20

Cost Centre(s):	GATY	JACS3 code: HECoS code:	B930

Faculty	Social And Life Sciences	Module Leader:	Maddy Nicholson and Bethan Owen-Booth

Scheduled learning and teaching hours	14 hrs
Placement tutor support	7hrs
Supervised learning eg practical classes, workshops	0hrs
Project supervision (level 6 projects and dissertation modules only)	3 hrs
Total contact hours	**24** hrs
Work based learning	146 hrs
Guided independent study	30hrs
Module duration (total hours)	200 hrs (minimum)

Programme(s) in which to be offered (not including exit awards)	Core	Option
BSc (Hons) Occupational Therapy	☐	✓
BSc Physiotherapy	☐	✓

Pre-requisites
Working in an area that can accommodate a relevant allied health student, Completed Level 6 study

Module Aims	

Module Aims

The module aims to:-

Prepare practice educators with the skills and attributes needed to facilitate practice based learning for allied health students (occupational therapy and physiotherapy) in placement settings. An educator will be able to assess student competency and their ability to demonstrate/ meet placement outcomes and evaluate their learning experience in order to improve their future practice.

After attending the University for 2 days the practice educator will take a student for a placement module and reflect on their own learning during this time. They will then complete an assessment as outlined below. The preparation of participants to facilitate learning for allied health (occupational therapy and physiotherapy) students in the clinical/practice setting would achieve accreditation through Glyndŵr University.

To develop a symbiotic relationship between the university and the practice environment in the effective education of students to an Honours Degree standard. There has been a long standing excellent collaborative partnership between the University, placement providers, managers and educators for occupational therapy, and physiotherapy aims to build on this history.

The inter-professional nature of learning together with other disciplines hopes to strengthen links between the MDT in clinical practice and reflect the inter-professional learning within the allied health (currently physiotherapy and occupational therapy) undergraduate courses. The commonality across practice education for AHP's is highlighted which hopes to strengthen inter-professional collaboration for future placement opportunities.

Module Learning Outcomes - at the end of this module, students will be able to

1	Critically analyse the role and attributes of an effective practice educator
2	Analyse and apply learning theories that are appropriate for adult and professional learners
3	Plan, implement and facilitate learning in the practice placement setting
4	Analyse and apply sound principles and judgement in the assessment of performance in the practice placement setting
5	Critically evaluate the learning experience from a student and placement perspective
6	Critically reflect on experience and formulate action plans to improve future practice

Employability Skills The Wrexham Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
Guidance: complete the matrix to indicate which of the following are included in the module content and/or assessment in alignment with the matrix provided in the programme specification.	
CORE ATTRIBUTES	
Engaged	I
Creative	I
Enterprising	I
Ethical	I
KEY ATTITUDES	
Commitment	I
Curiosity	I
Resilient	I
Confidence	I
Adaptability	I
PRACTICAL SKILLSETS	
Digital fluency	I
Organisation	I
Leadership and team working	I
Critical thinking	I
Emotional intelligence	I
Communication	I
Derogations	
N/A	

Assessment:
Indicative Assessment Tasks:

The assessment for accreditation via this programme route takes place on a rolling programme throughout the year. Participants can undertake the assessment as soon as they have taken one student over a minimum of a 6 week assessed placement for physiotherapy and six week assessed placement for occupational therapy.

The assessment should be completed within one year of attending the taught programme. This deadline may be extended by agreement of the programme leader where a placement has been difficult to undertake or secure. An extension may also be agreed where other circumstances have prevented the participant undertaking the assessment.

The assessment has to reflect upon **the experience** of taking a student (or students) and demonstrate the 6 learning outcomes required for accreditation:

The assessment is selected from **one** of the following three options:-

   i)   Poster presentation
   ii)   PowerPoint presentation
   iii)   Portfolio

Poster/PowerPoint presentation: All posters submitted will be displayed, the potential educator will be asked to present the poster/Powerpoint and content to reflect each of the 6 learning outcomes for a maximum of 15 minutes duration. You will then be questioned by the tutors (for a maximum of 10 minutes) regarding the content of the poster/Powerpoint and this is an opportunity for the potential educator to discuss / clarify emerging points.

The presentations will be assessed by two tutors, being marked as pass or defer. Participants will receive written feedback and result by email after the assessment.

Written portfolio: must integrate and demonstrate meeting each of the 6 learning outcomes. This will be based upon the experience of taking an occupational therapy student or physiotherapy student on placement from Glyndŵr University; the key role as Practice Educator throughout the duration of the placement.

The portfolio will be assessed by two tutors, being marked as pass or defer. Participants will receive written feedback and result by email after the assessment.

The course leads to accreditation for potential educators for a duration of 3 years with the requirement of an 'update' course to retain this status.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1-6	Coursework	100%

Learning and Teaching Strategies:
Both theoretical and practical elements of learning and teaching have been incorporated into the programme to assist the educator in further developing their skills in applying theory to practice. Participants will have the opportunity to undertake some experiential role play exercises and evaluate/reflect on these. It is anticipated that this will assist the participant in

developing their practical and reflective/evaluative skills in a safe environment.

If an attendee has not be able to complete the assessment within 12 months due to lack of opportunity of being allocated a student / or inability to facilitate a placement then a deferral would be possible.

Syllabus outline:

Introduction to Learning - Theories and Core Concepts
- Learning outcomes of the course
- Professional accreditation
- Details of course assessment / overview of poster design

What is Practice Placement Education? (Learning Outcome 1)
Learning outcomes of the session
- *Participants can identify the key learning outcomes required by the accrediting bodies*
- *Participants can explain the role of practice placement education participants can identify key attributes of an effective practice placement educator*
- *Participants can reflect on own experiences of being a student*

Theories of adult and professional learning (Learning Outcomes 2 & 3)
- Teaching adults and the way adults learn
- Experiential learning and its relevance to practice education facilitating learning as an alternative to teacher led learning
- Problem Based Learning (PBL)
Learning Outcomes of the Session
- *Participants can identify key theoretical concepts in professional education*

Facilitating Learning (Learning Outcomes 1, 2 & 3)
- The importance of communication
- Learning styles
- Deconstructing learning
Learning outcome of the session
- *Participants can identify their own learning/teaching style*
- *Participants can understand the importance of communication*

Learning resources (Learning Outcomes 1, 3 & 5)
- Planning for taking a student on placement
- Identification of varying learning resources available to support your own assessment and for ongoing use with students
Learning outcomes of the session
- *Participants can identify learning resources suitable for their own teaching*
- *Participants can identify learning resources suitable for practice based learning with students*

Planning learning - identify and plan a small task to teach to an individual (Learning Outcomes 1 & 3)
Learning outcomes of the session
- *Participants can start to plan learning in the placement setting*
- *Participants can implement and facilitate learning via a short teaching session*
- *Participants can consider appropriate resources*
- *Participants can apply learning styles and learning theory*

Applying theory to practice (Learning Outcomes 1, 2, 3, 5 & 6)
- Small group work to implement your plan of teaching a task
- Presentation and justification of plans to peers
- Critical discussion and reflection on plans
- Identification of ways to improve plans for learners
- Using learning theories to match learners/educators/task

Learning outcomes of the session
- *Participants can analyse their plans and identify their theoretical influence*
- *Participants can apply learning theories that are appropriate for adult and professional learners*
- *Participants can identify the components of sound planning for learning*
- *Participants can reflect on the experience of implementing learning*
- *Participants can formulate action plans to improve learning*

Supervision, assessment and evaluation (Learning Outcomes 1, 3, 4, & 5)
- Practical exercise and discussion of professional judgement
- Theories and strategies to help with supervision and assessment giving and Receiving feedback
- Facilitating evaluation of the placement
- Identification of evidence for decision-making
- Use of learning contracts (whose responsibility, who writes them?

Dealing with challenging situations (Learning Outcomes 1, 3, 4, 5 & 6)
- Small group work with case studies
- Discussion of supervisory issues arising from case studies
- Failing students

Learning outcomes of the session
- *Participants can explain why assessment and feedback are essential within practice placement education*
- *Participants can describe strategies to help with challenging situations*
- *Participants can critically discuss ways of assessing professional practice to show sound judgement*
- *Participants can articulate and communicate evidence to justify their assessment decisions*
- *Participants can explain methods to evaluate learning*

Placement Process and documentation (Learning Outcomes 1, 4, 5 & 6)
- Your responsibilities as an educator
- Documentation / Practice Education handbook
- ARC Placement Database
- Glyndwr accreditation and database

Assessment
- Q&A on assessment requirements and use of past examples

Androgogy and pedagogy principles are explored in the programme within the context of adult learning (Knowles et al 2005). Effective supervision is considered an essential component of the learning and teaching experience. The programme explores both the theoretical basis and how this can be applied in the practice setting.

The programme highlights the importance of continuing professional development (CPD) as stipulated by Health and Care Professions Council (HCPC) (HCPC, 2017).The course is

often undertaken as part of the educators CPD profile and is stipulated in many personal specifications for senior positions. Guidance on conduct and ethics for students is embedded within the course (HCPC, 2016).

Indicative Bibliography:
Essential reading
Stuart, C.C (2017) *Mentoring, learning and assessment in clinical practice.* Churchill Livingstone Elsevier.
Other indicative reading
General texts Allison, H., Davila, W., Fitzgerald, C., Miller, F. and Rogers, S. (2011) *What makes a quality occupational therapy practice placement? Students' and practice educators' perspectives.* Australian Occupational Therapy Journal. **Volume 58.** Issue 3. Pages 185-202. Barrett EM, Belton A, Alpine LM (2019) Supervision models in physiotherapy practice education: student and practice education evaluation. Physiotherapy Theory and Practice, Physiotherapy Theory and Practice. Bassett AM and Jackson J (2020) Challenges and Learning Opportunities of Pre-Registration Physiotherapy Placements in First Contact Settings: The Perspectives of Musculoskeletal First Contact Physiotherapists**,** Musculoskeletal Care, England, Whurr Publishers. Broadbridge, J., Edwards, A., Greber, C., Lyons, M., Newton, J. and Thomas. (2014) *Attributes of excellence in practice educators: The perspectives of Australian occupational therapy students.* Australian Occupational Therapy Journal. **Volume 61.** Issue 3. Pages 159-167. Gunn, H, Hunter, H, Haas, B (2012) Problem based learning in physiotherapy education: a practice perspective, Physiotherapy, Vol 98 (4) 335-340. Polglase, T and Treseder, R (2012) *The Occupational Therapy Handbook: Practice Education.* Keswick: M & K Publishing

Updated September 2019

(This text is downloadable on the COT website as an E textbook in the library section)

Professional Decision-making and the Use of Reflection

Bassot B (2013) The Reflective Journal. Basingstoke: Palgrave Macmillan

Bolton, G. (2014) (4th Ed) *Reflective Practice: Writing and Professional Development.* London: Sage Publications

The College of Occupational Therapists also has reflective and CPD resources available on the website www.rcot.co.uk

The Chartered Society of Physiotherapy also has reflective and CPD resources available on the website www.csp.org.uk, specifically 'CSP learning hub' will direct you to 'Practice Based Learning and You.'