

## Module specification

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Module code	PAR405
Module title	Peer Coaching in Health and Social Care
Level	Level 4
Credit value	20
Faculty	Faculty Social Life Sciences
HECoS Code	100749
Cost Code	APA

## Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Stand-alone module, aligned to BSc (Hons) Paramedic Science for QA and assessment purposes	Optional

## Pre-requisites

None

## Breakdown of module hours

Type of Module hours	Amount
Learning and teaching hours	36 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total active learning and teaching hours</b>	<b>36 hrs</b>
Placement / work based learning	0 hrs
Guided independent study	164 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

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Initial approval date	18/08/2023
With effect from date	01/09/2023
Date and details of revision	
Version number	1

## Module aims

To provide experienced students studying a Health and Social Care programme with the knowledge and abilities to coach junior students in healthcare skills, to provide formative feedback and to practice and develop their own clinical and training capabilities.

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

1	Recognise a range of adult learning theories
2	Apply methods of instruction to healthcare skills
3	Apply methods of feedback during instruction of healthcare skills
4	Recognise potential signs of difficulty in others and promote supportive conversations and access to appropriate support

## Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the course. More details will be made available in the assignment brief.

### Formative Assessment:

Mini tests and discussion forums and group work will be used during the teaching of the module to allow you to review your understanding of the topics covered. The mini tests will be in a similar format to the online summative assessments to allow you to become familiar with the format. There will be opportunities to practice methods of providing instruction and feedback of healthcare skills with peers. There will also be opportunities to practice and develop the coaching and feedback skills taught within the module.

### Summative Assessment:

Learner Outcomes 1 & 4 for this course will be assessed during online mini tests after each topic that will check your knowledge and understanding. Each mini test will be comprised of 5 Multiple-Choice Questions where you will be able to demonstrate what you have learned during each topic and then the module overall. Each question will have one correct answer out of a possible four answers (a, b, c or d). For those students with learning support statements there will be additional time allowance, please discuss this with the module leader in advance. You will need to achieve a grade of 40% or above to pass the test. The combined scores of the mini tests will be your overall grade for the module.

Learner Outcomes 2 & 3 will be achieved by a practical demonstration of you providing instruction and feedback of a healthcare skill of your choice to a peer. This observation will be graded as a pass or fail along with feedback.

To complete and pass the module, you will need to achieve a grade of 40% or above for the combined results of the mini tests and a pass for the practical demonstration. If you are unsuccessful, you would only need to reattempt the assessment/s you did not pass.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1 & 4	Online test	100%
2	2 & 3	Practical	Pass/Fail

## Derogations

None

## Learning and Teaching Strategies

Peer Coaching partners experienced students with newer students to support their learning. A Peer Coach is a Health and Social Care student at the University within their second or third year. Their role is to provide support and guidance to junior students during healthcare skills instruction through demonstration and discussion. Peer Coaches can use their invaluable, first-hand experience to support other less experienced students to develop their healthcare skills.

Peer Coaching is a voluntary scheme which is flexible and fits around your availability and preferences. Peer Coaches can support students during lecturer or student-led classes or workshops with specific healthcare skills where students learn with and from each other.

The benefits of becoming a Peer Coach include:

- Revising your own knowledge and mastering competency and confidence in healthcare skills while instructing them
- Developing and gaining confidence in professional skills such as mentoring and leadership which are required once a registrant healthcare professional
- Receive formal recognition from the University enhancing your CV and employability skills
- Using your experience from University and clinical placements to support others and being a positive role model
- Gaining insights and understanding in teaching and assessment processes
- Reduce barriers of learning where students feel more comfortable discussing difficulties with peers as opposed to the teaching team
- Build a community of learning and promote communication between students and academics

The module will be delivered using a blended approach with online asynchronous content and synchronous face-to-face content. The course will be delivered over a week period online via the Moodle VLE through a range of modes including pre-recorded bitesize sessions, Moodle books, directed study and group interactive discussions. Moodle will act as

a repository for the session materials and supporting resources. The online pre-recorded and supporting learning material allow flexibility over when and where you can study and align with the University's Active Learning Framework (ALF). There will be a day of face-to-face sessions on campus where you will apply the previously learnt theory and practice and develop your coaching and feedback skills.

## Indicative Syllabus Outline

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- Learning theories
- Learning styles
- Coaching models
- Skills teaching
- Psychological Safety
- Feedback models
- Debriefing models
- Learner support
- Academic support

## Indicative Bibliography:

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Please note the essential reads and other indicative reading are subject to annual review and update.

### Essential Reads

- Oriot, D (2017). *Pocket Book for Simulation Debriefing in Healthcare*. Springer.

### Indicative Reading

- Read, H (2016). *The best assessor's guide: second edition*. Barnstable. Toptown Printer Ltd.
- College of Paramedics (2020). *A handbook for Practice Educators and Facilitators*. Bridgwater. Short Run Press Ltd
- Gubbins, K. Hardwick, S. (2019). *Practice Education in Paramedic Science, Theories and Application*.
- Walsh, D. (2020). *The Nurse Mentor's Handbook: Supporting Students in Clinical Practice: Supervising and Assessing Students in Clinical Practice*. Open University Press.
- Gray, M. (2014). *Practical Skills for Mentoring in Healthcare*. Edinburgh Napier University, Edinburgh.

## Employability skills – the Glyndŵr Graduate

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Each module and programme are designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

### Core Attributes

Engaged

Ethical

**Key Attitudes**

Commitment

Curiosity

Confidence

**Practical Skillsets**

Organisation

Leadership and Team working

Emotional Intelligence

Communication