

Liverpool John Moores University

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Title: PRACTITIONER AS EDUCATOR
Status: Definitive
Code: **7505SACADV** (110226)
Version Start Date: 01-08-2014

Owning School/Faculty: Nursing and Allied Health
Teaching School/Faculty: MAHSA College

Team	Leader
Colette Bennion	Y

Academic Level: FHEQ7
Credit Value: 20.00
Total Delivered Hours: 92.00
Total Learning Hours: 200
Private Study: 108

Delivery Options

Course typically offered: Runs Twice - S1 & S2

Component	Contact Hours
Lecture	32.000
Off Site	60.000

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	Written assignment of 3,000 words incorporating a critical review which must be supported by a portfolio of evidence of teaching and assessing experiences.	100.0	

Aims

To provide students with the ability to critically explore and apply different approaches of educational theory within the learning environment.

Edition	
Publisher	Radcliffe Press
ISBN	

Course Material	Book
Author	Hinchcliffe,S
Publishing Year	2004
Title	The Practitioner as educator
Subtitle	
Edition	
Publisher	Balliere Tindall
ISBN	

Course Material	Book
Author	Mohanna,K
Publishing Year	2004
Title	Teaching made easy
Subtitle	
Edition	
Publisher	Radcliffe medical press
ISBN	

Course Material	Book
Author	Rose,M
Publishing Year	2005
Title	Transforming practice through clinical education
Subtitle	
Edition	
Publisher	Elsevier
ISBN	

Notes

This module will enable experienced practitioners the opportunity to critically reflect and evaluate and develop their teaching and assessing roles within the practice arena.

In addition to the written work the following assessments are incorporated into the module as PASS/FAIL elements:

1 An observed teaching session: to be conducted within a teaching environment that is relevant to the healthcare practitioner (Pass/Fail)

2 Design, apply and evaluate an assessment tool (Pass/Fail)

Therefore there will be one teaching and one assessment of a student from within the practice setting which will have a pass/fail criteria attached. This alongside evidence of further teaching and assessing experiences will form part of the student's portfolio of evidence in relation to their individual practice-focused learning. The student portfolio is likely to contain at least the following elements plus any other additional materials which the student considers relevant:

- Lesson plans
- Resources used (i.e. Power point presentations, formative tasks etc)
- Assessments set by the student (including any assessment criteria and assessment tools used)
- Feedback from the observed teaching session
- Evidence of a peer teaching observation (undertaken by the student observing an experienced colleague and including the feedback provided by the student)

It is envisaged that the student will complete the written coursework requirement of this module after they have undertaken their observed teaching session, as this will provide a key element of their portfolio and help them to reflect upon their teaching experience