# Applying Learning Theories to Support Clinical Practice – MSc
## Level 7 Module

**Duration:**
3 months

**Notional study time:**
150 hours

**Delivery:**
Distance learning

**Course assessment:**

Coursework: 3,000 word teaching plan and either a 2,000 word reflective assignment or 15 minute PowerPoint presentation and 10 minute viva.

Teaching plan: 60%

Practical: 40%

**Course code:**

7FHH1169

**Accredited by University of Hertfordshire with 30 CATS points at Academic Level 7**

**Find out more and enrol:**
Contact our team for more information, and to discuss your individual needs.

**Via our website:**
educationforhealth.org

**Call:** 01926 836835

**Email:**
programmes@educationforhealth.org

## Course content:

This module will enable health care practitioners to gain the necessary knowledge and skills to provide sound educational experiences for learners in a clinical environment. During the course, they will develop the competence to design, plan and manage learning experiences for groups of learners or learners on a one to one basis.

This module offers a flexible method of learning to meet the educational and development needs of practitioners who are involved in teaching individual and/or groups in any public, private or voluntary health care environment.

## Knowledge and understanding:

**Successful learners will typically be able to:**

1. Critically analyse adult learning theory and its application to clinical training
2. Evaluate a range of learning styles and discuss the impact these may have on a learning session.
3. Discuss the use of emotional intelligence in a teaching context.

## Skills and attributes:

**Successful learners will typically be able to:**

1. Specify learning aims and outcomes of a learning session.
2. Explore a range of teaching styles to extend repertoire, using peer support and feedback.
3. Apply teaching and learning methods appropriately to a learning session.
4. Utilise reflective learning to explore development as an effective mentor and teacher.
5. Apply skills in measuring the effectiveness of teaching and facilitation.