**UNIVERSITY OF HERTFORDSHIRE**

**Definitive Module Document**

|  |  |  |
| --- | --- | --- |
| **1. MODULE CODE: 7FHH2069** | **Academic Session: 2025** | **Version: 1** |
| **2. LONG TITLE:** | **Applying Learning Theories to Support Clinical Practice** | |
| **3. SCHOOL/DEPARTMENT:** | **Allied Health Professions, Midwifery and Social Work** | |
| **4. CREDITS:** | **30** | |
| **5. DATE FIRST OFFERED:** | **22/09/2025** | |
| **6. LEVEL:** | **7** | |
| **7. LOCATION:** | **Education for Health - Wellesbourne, Warwickshire** | |

**8. Module Aim(s):**

|  |
| --- |
| The aims of this module are to enable students to develop a practical understanding of learning theories and teaching strategies in order to enhance and strengthen teaching and facilitation skills in clinical and classroom settings. |

**9. Intended Learning Outcomes:**

**9a. Knowledge and Understanding:**

Successful students will typically:

|  |
| --- |
| 1. Critically analyse adult learning theories and their application to clinical training and learning. |
| 2. Evaluate a range of strategies for effective teaching, facilitation, and coaching. |
| 3. Evaluate tools for effective communication and student engagement and their application in a range of teaching contexts. |
| 4.Click or tap here to enter text. |
| 5.Click or tap here to enter text. |
| 6.Click or tap here to enter text. |
| 7.Click or tap here to enter text. |
| 8.Click or tap here to enter text. |

**9b. Intellectual, Practical and Transferable Skills:**

Successful students will typically:

|  |
| --- |
| 1. Construct and deliver a lesson plan that incorporates a range of teaching techniques and best practices. |
| 1. Implement strategies for gathering feedback and reflective learning to explore their educational philosophy and their development as an effective facilitator and teacher. |
| 1. Click or tap here to enter text. |
| 1. Click or tap here to enter text. |
| 1. Click or tap here to enter text. |
| 1. Click or tap here to enter text. |
| 1. Click or tap here to enter text. |
| 1. Click or tap here to enter text. |

**10. Modes of Delivery:**

The following represents the mode and associated learning activities.

**10a. Delivery Mode:**

|  |  |
| --- | --- |
|  | **Select Y/N** |
| Campus-based, blended (campus-based delivery plus any combination of the below) | **N** |
| Online | **Y** |
| Study Abroad | **N** |
| Placement/Work-Based Learning | **N** |

**10b. Delivery Activities:**

|  |  |
| --- | --- |
| ***Activity*** | ***Hours*** |
| 1. Scheduled campus-based activities in general teaching spaces (e.g. lectures, seminars, tutorials) | 0 |
| 2. Scheduled campus-based activities in specialist teaching spaces (e.g. practical classes, workshops, demonstrations) | 0 |
| 3. Scheduled online activities (online versions of 1 and 2, above) | 20 |
| 4. Scheduled hybrid activities (i.e. offered both on-campus and online, student choice) | 0 |
| 5. Scheduled external learning activities - fieldwork, external visits | 0 |
| 6. Supervised campus-based activities in specialist teaching spaces (e.g. studio activities) | 0 |
| 7. Directed independent study | 160 |
| 8. Self-directed independent study | 120 |
| 9. Placement, work-based learning | 0 |
| 10. Study Abroad | 0 |
| **TOTAL HOURS** | 300 |

**11. Module Content:**

**11a. Module Content:**

|  |
| --- |
| This module supports healthcare professionals in providing sound educational experiences in a range of environments, whether upskilling groups of clinicians in a classroom environment, providing learning resources for individual patients, or developing peers in a supervisory or mentoring capacity. The module provides a foundation in learning theories and teaching strategies and gives students the opportunity to relate these to a range of clinical practice contexts, building a set of materials and skills that are applicable to their professional contexts. |

**11b. Further Details:**

|  |
| --- |
| This is a self-paced online module. Content is delivered through a combination of reading, videos, asynchronous discussions, and prompts for further research and investigation. Group tutorials provide opportunities for group discussion, peer-to-peer learning, and situation of the module content in a range of professional contexts. |

**12. Assessment:**

**12a. Assessment Type:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Select Y or N** | **Weighting** | | **Pass mark out of 100** |
| Coursework 1 (NB. Multiple coursework elements can be structured in Canvas) | Y | 100 | % | 50 |
| Coursework 2 (only where individual coursework elements must be passed, requires Director of AQA approval) | N | 0 | % | 0 |
| Coursework (P/F) | N |  | |  |
| Examination (administered by the Exams Office) | N | 0 | % | 0 |
| Tests (Canvas Quizzes, classroom-based tests, etc.) | N | 0 | % | 0 |
| Examination (P/F) | N |  | |  |
| Practical (laboratory assessments, OSCEs etc.) | N | 0 | % | 0 |
| Practical (P/F) | N |  | |  |
| Attendance (P/F) | N |  | |  |

**12b. Compulsory Information and Further Details:**

|  |
| --- |
| Part 1 of the assessment for this module is a teaching plan for a learning session with an accompanying narrative. The teaching plan and narrative combined should be 3,000 words.  Part 2 of the assessment is a reflective assignment based on a learning session that students have conducted. This learning session may be in the student’s professional context or simulated as part of the module. The reflective assignment should be EITHER a 2,000-word written essay OR a 15-minute recorded presentation. Students should be prepared to identify opportunities to deliver the learning session in their clinical context, or work with programme staff to deliver a simulated session.  Both parts of the assessment must be passed in order to pass the module. |

**13. Pre and Co Requisites:**

**13a. Pre-Requisites:**

|  |
| --- |
| None |

**13b. Co Requisites:**

|  |
| --- |
| None |

**14. Programmes on which this module is offered:**

|  |
| --- |
| HSEHLTCMSC MSc Long-Term Conditions  HMEHLTCPGC PgCert Long-Term Conditions  HMEHSTCPPGC PgCert Supervision and Teaching in Clinical Practice |

**15. Previous Module:**

|  |
| --- |
| 7FHH1169 Applying Learning Theories to Support Clinical Practice |

**16. Language of Delivery and Assessment:**

|  |
| --- |
| Language of Delivery - English  Language of Assessments - English |

**17. Further Information: (Keep below 2000 characters)**

|  |
| --- |
| Students should be working in, or have experience of, working in a healthcare context in an appropriate role/level to be able to fulfil the requirements of the assessment. |

**Approvals:**

**Associate Dean of School (AQA)**

By signing this box, I agree that I have approved the content of this Definitive Module Document.

Name: Click or tap here to enter text.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: Click or tap to enter a date.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Nominee of SAS Manager**

By signing this box, I acknowledge the administrative content of this approved Definitive Module Document.

Name: Click or tap here to enter text.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Designation: Click or tap here to enter text.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: Click or tap to enter a date.\_\_\_\_\_\_\_\_\_\_\_\_\_\_