

Module Specification

Module Summary Information

1	Module Title	Coaching and Supervising in Healthcare
2	Module Credits	20
3	Module Level	LEVEL 6
4	Module Code	LBR6622
5	Semester Taught	2

6	Module Overview
<p>This module aligns with the Professional Practice Programme philosophy and is designed to be flexible, and practice led. You will have the opportunity to develop skills of enquiry, reflection and problem solving. A blended learning approach is taken in line with the University's learning and teaching strategy. You will be encouraged to think critically and share practice experiences with your fellow students, as well as engaging in both directed and self-directed learning activities. You will be an active partner in your own learning and development and in return you will receive regular feedback and feedforward aimed at developing your academic skills and have the opportunity to discuss your progress with the module team.</p> <p>Coaching and supervising and the themes surrounding the roles are vital for all personnel within the healthcare arena. This is underpinned by an integrated approach that adheres to frameworks and policy, set out by organisations and regulatory bodies within healthcare. The diverse nature of healthcare environments requires individuals to have a broad-based knowledge, skills and attitudes to manage healthcare services successfully.</p> <p>In this module you will explore coaching and supervising and the relevant theories surrounding it. This will equip you with the skills and knowledge to effectively act as a coach and/or supervisor in a healthcare setting.</p> <p>You should be working in a role that requires you to undertake coaching and supervising in a healthcare setting as you will be required to reflect on your practice. You will be required to demonstrate your development within your profession as a result of undertaking this module.</p>	

7	Indicative Content
<p>Role definition</p> <ul style="list-style-type: none"> • Coaching - Coaching Methods and theory • Supervising -Types of Supervision <p>Teaching within Healthcare</p> <ul style="list-style-type: none"> • Learning Theories • Different environments <p>Assessment</p> <ul style="list-style-type: none"> • Strategy • Support • Theory <p>Feedback</p> <ul style="list-style-type: none"> • Effective Feedback • Feedforward 	

- Theory

Failing to Fail

- Why
- What can be done
- Importance of Documentation
- Difficult Conversations

Documentation

- Why
- Importance
- Teaching
- Audit

Diversity and Inclusion

- Awareness
- Importance
- Impact on Learning

8	Module Learning Outcomes
	<p>On successful completion of the module, students will be able to:</p>
	1 Utilising academic skills, retrieve and apply appropriate evidence to demonstrate critical arguments required at level 6.
	2 Demonstrate teaching, learning and assessment in practice settings utilising relevant theories and strategies.
	3 Analyse approaches to coaching and supervising within the healthcare setting.
	4 Evaluate factors that affect the role and the impact this has on coaching and supervising in the practice setting.

9	Module Assessment		
	<i>Coursework</i>	<i>Exam</i>	<i>In-Person</i>
Learning Outcome Number <i>(from table 8)</i>	Coursework	Exam	In-Person
1-4	100%		

10 Breakdown Learning and Teaching Activities		
Learning Activities	Hours	Details of Duration, Frequency and other comments
Scheduled Learning (SL) includes lectures, practical classes and workshops as specified in timetable	45 hours	30 hours scheduled online learning 15 hours face to face practical scheduled over 2 consecutive days.
Directed Learning (DL) includes placements, work-based learning, peer group learning external visits, on-line activity, Graduate+, peer learning, as directed on VLE	55 hours	Via Moodle.
Private Study (PS) includes preparation for exams	100 hours	Seminar, simulation and lecture preparation. Formative and summative assignment preparation. Tutorial time.
Total Study Hours:	200 Learning Hours	

11 Key Texts and Online Learning Resources
<p>Moodle will be an integral learning resource to support and guide learning to achieve the outcomes of this module of study. Books are available from the BCU Library at City South Campus.</p> <p>A range of key sources are used to support student learning, these are update regularly and hosted on the VLE. Some key sources can be found below. It is expected that you do extensive reading to support your learning. Due to the variety of potential information sources and the changing nature of the topic(s) the list below is subject to change.</p> <p>Lobo, C. et al. (2021) Collaborative Learning in Practice: Coaching to Support Student Learners in Healthcare. 1st edition. Newark: John Wiley & Sons, Incorporated.</p> <p>Mohanna, K. (2011) Teaching made easy: a manual for health professionals. 3rd ed. Abingdon: Radcliffe Publishing.</p> <p>Jug, R. et al. (2019) Giving and Receiving Effective Feedback: A Review Article and How-To Guide. Archives of pathology & laboratory medicine (1976). [Online] 143 (2), 244–250.</p>