



BAA Module in Teaching and Learning

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Registration details

Name -----

Address -----

Email -----

Supervisor -----

Address (if different from candidate)

Email -----

Mentor -----

Address -----

Email -----

Registration date -----

Registration details to be included in portfolio. Introduction

The aim of this module is to develop knowledge and practical skills in teaching and learning. There are no hard and fast methods by which this should be done. However, at the end of this module it is expected that all the learning outcomes will have been met and evidence will be provided to demonstrate this.

Module requirements

There are no specific requirements that are necessary to fulfil prior to registering for this module.

Supervision

Dependent on the level of teaching and learning expertise within the department, it may be appropriate to consider a supervisor or mentor from outside the department, such as a HEI placement co-ordinator or clinical tutor.

Methods of Learning

There is no requirement to attend a formal training course for this Module. The candidate may undertake a range of teaching and learning methods to develop underpinning knowledge within the areas of leadership and service development. Many skills will be developed within the work-place as part of an individual's role. Secondments to other clinical departments or management teams may be undertaken to gain additional skills and experience or suitable training courses may be attended. Examples of relevant courses include:

- Relevant HEI short courses, as required for the supervision of Audiology
BSc/Post-graduate students
- Post-graduate certificate in teaching and learning/clinical education/similar (run by Open University or HEIs)
- Workshops
- Seminars
- Practical experience
- Directed learning
- Self-directed learning

Learning outcomes

On completion of the module the candidate should integrate theoretical knowledge and practical skills to enable them to:

1. Present orally to a group of students or staff in a formal teaching situation

2. Ability to explain complex concepts in a clear and accessible way
3. Ability to deliver clinical training sessions and provide appropriate assessment and feedback using a variety of techniques.
4. Demonstrate up-to-date evidence based practice with respect to teaching and learning approaches, as well as clinical workload
5. Develop an environment conducive to learning
6. Demonstrate a range of teaching and learning approaches
7. Effectively stimulate and involve individuals to promote learning and development
8. Encourage quality in others work
9. Adjust learning and teaching plans as appropriate to meet individual needs
10. Monitors individual development and takes appropriate and timely action if individual development is not as planned
11. Challenge poor practice in a safe and constructive manner
12. Encourage shared responsibility for any arising problems
13. Provide suitable information and resources to promote learning and development
14. Ensure effective discussion and communication with those with whom you work
15. Develops realistic and achievable training plans
16. Recognise, and act on, equality and diversity issues within the teaching and learning environment
17. Act as a role model for others with whom you work, enabling them to develop their knowledge and practice
18. Demonstrate good problem solving techniques to overcome potential barriers.
19. Demonstrate effective evaluation techniques

Examples of suitable activities to meet these outcomes can be found in appendix 1. It is expected that an individual undertaking teaching and learning should also be able to demonstrate the necessary leadership skills.

Experience of teaching and learning prior to registration for this module can contribute to the learning outcomes, however, there must be demonstration of up to date knowledge and activity within the majority of learning outcomes.

The learning outcomes link to the following KSF criteria:

- Develop oneself and contribute to the development of others (KSF Core 2/Level 3)
- Support equality and value diversity (KSF Core 6/Level 2)
- Plan, deliver and review interventions to enable people to learn and develop (KSF G1/Level 3)
- Organise specific aspects of service and/or projects (KSF G5/Level 2)
- Plan, allocate and supervise the work of a team (KSF G6/Level 2)

These outcomes are all taken from the NHS Knowledge and Skills Framework (KSF). Individuals may therefore be able to use evidence provided to meet their KSF outline for this module, and visa versa. Further information regarding these learning outcomes can be found in: *Department of Health (1994) The NHS Knowledge and Skills Framework (NHS KSF) and the Development Review Process Department of Health, London.*

Portfolio of Evidence

Candidates will be expected to present a portfolio of evidence to show that they have met the stated learning outcomes and performance criteria. A variety of evidence can be used and should be chosen by the individual candidate. Examples of types of evidence include:

- BAA on-line CPD diary
- Evidence of learning and development activities, e.g. courses, seminars or secondments
- Evidence of activities undertaken, e.g. audits, accounts of service development initiatives or quality improvements
- Case studies, e.g. centered on student being supervised
- Learning log, e.g. developmental activities for self with respect to clinical/leadership/supervision skills
- Records of critical incidents, e.g. identification of personal leadership or supervision skills used in such situations
- Reflective diary or journal, e.g. account of progress when considering new practices
- Witness testimony
- Self-assessment of skills, e.g. to demonstrate your personal level of knowledge and skills

Many other types of evidence may be appropriate and further ideas can be obtained from literature focussing on portfolio building.

All candidates must include the following pieces of work in their portfolio:

Action Plan

Candidates should consider their personal training and development needs in relation to meeting the specified learning outcomes. An action plan should be completed at the start of the training period, following registration on to the module.

Summary statement

This should be written at the end of the training period, when the candidate feels they have fulfilled all of the learning outcomes. It should aim to summarise what has been learnt from the experience whilst meeting these competencies and should include reflection on the newly developed or extended knowledge and skills, considering current capabilities and future development activities.

Verification

It is compulsory that the portfolio includes supporting evidence from a third party (e.g. line manager, assessor, student being supervised or a mentor) for verification purposes. Examples of such evidence include:

- Written statement by manager or other appropriate person
- Observation of teaching/clinical supervision activity by another professional
- Student evaluation of teaching/clinical supervision activity

Verification must be written and be from someone who is directly involved in teaching and learning activities or is responsible for this within the department. It must specify what experiences or activities were observed and must be written on official headed paper, and signed by the verifier.

Evidence summary

Candidates must complete the given table (appendix 2) in order to clearly signpost how the supplied evidence meets the learning outcomes. This form must be displayed at the front of the portfolio.

Assessment process

Submission of evidence – see exam regulations under Non-clinical modules.

Evaluation of evidence – the portfolio will be evaluated by a minimum of two assessors, approved by the British Academy of Audiology. The assessors will individually assess the evidence against the learning outcomes.

An overall pass will be achieved when all assessors award a pass for each of the learning outcomes. Should any assessor deem one or more section not to have been passed, the lead assessor will complete a report for the individual, outlining areas which need further development in order to meet the required standard. The portfolio may be resubmitted when the candidate thinks they have addressed these areas. There is no limit to the number of resubmissions.

Appendix 1 – Examples of suitable activities / evidence

Learning outcome	Examples
Present orally to a group of students or staff in a formal teaching situation	<ul style="list-style-type: none"> • Copies of slides • Copies of student feedback • Reflective diary entries
Ability to explain complex concepts in a clear and accessible way	
Ability to deliver clinical training sessions and provide appropriate assessment and feedback using a variety of techniques.	<ul style="list-style-type: none"> • Student training/assessment • Copy of training session plan • Copy of trainee feedback on session • Copy of assessments completed • Reflective diary entries
Demonstrate up-to-date evidence based practice with respect to teaching and learning approaches, as well as clinical workload	<ul style="list-style-type: none"> • Evidence of using a range of teaching methods, e.g. Tutorials, Seminars, Lectures • Witness statement from line manager
Demonstrate a range of teaching and learning approaches	
Develop an environment conducive to learning	<ul style="list-style-type: none"> • Act as a supervisor/clinical educator, undertaking training and assessment • Act as a mentor • Act as a coach • Educational activities
Recognise, and act on, equality and diversity issues within the teaching and learning environment	<ul style="list-style-type: none"> • Reflects on equality and diversity issues throughout teaching and learning opportunities • Reflective diary entries • Summary of issues and actions taken
Adjust learning and teaching plans as appropriate to meet individual needs	<ul style="list-style-type: none"> • Responsibility for planning and supervision of student activities • Copies of teaching plans • Copies of progress reports / notes from meetings • Summary of training
Monitors individual development and takes appropriate and timely action if individual development is not as planned	
Develops realistic and achievable training plans	
Challenge poor practice in a safe and constructive manner	<ul style="list-style-type: none"> • Summary of ways of giving feedback • Case study (of trainee not patient) • Reflective diary entries
Encourage shared responsibility for any arising problems	<ul style="list-style-type: none"> • Mentoring system • Staff CPD seminars • Educational programmes • Training programmes • Staff meeting notes • Case study (or problem not patient) • Examples of information / resources • Summary of meetings and discussions • Reflective diary entries
Encourage quality in others work	
Effectively stimulate and involve individuals to promote learning and development	
Provide suitable information and resources to promote learning and development	

Ensure effective discussion and communication with those with whom you work	
Recognise, and act on, equality and diversity issues within the teaching and learning environment	<ul style="list-style-type: none"> • Summary of issues and actions taken • Reflective diary entries
Act as a role model for others with whom you work, enabling them to develop their knowledge and practice	<ul style="list-style-type: none"> • Witness statement from colleague / line manager • Clinical audit results • Reflective diary entries
Demonstrate good problem solving techniques to overcome potential barriers.	<ul style="list-style-type: none"> • Examples of ways techniques have been applied • Reflective diary entries
Demonstrate effective evaluation techniques	

Appendix 2 – Evidence summary sheet

Learning outcome	Evidence	Page of portfolio
Present orally to a group of students or staff in a formal teaching situation		
Ability to explain complex concepts in a clear and accessible way		
Ability to deliver clinical training sessions and provide appropriate assessment and feedback using a variety of techniques.		
Demonstrate up-to-date evidence based practice with respect to teaching and learning approaches, as well as clinical workload		
Demonstrate a range of teaching and learning approaches		
Develop an environment conducive to learning		
Recognise, and act on, equality and diversity issues within the teaching and learning environment		
Adjust learning and teaching plans as appropriate to meet individual needs		
Monitors individual development and takes appropriate and timely action if individual development is not as planned		
Develops realistic and achievable training plans		
Challenge poor practice in a safe and constructive manner		
Encourage shared responsibility for any arising problems		
Encourage quality in others work		
Effectively stimulate and involve individuals to promote learning and development		
Provide suitable information and resources to promote learning and development		
Ensure effective discussion and communication with those with whom you work		
Recognise, and act on, equality and diversity issues within the teaching and learning		

environment		
Act as a role model for others with whom you work, enabling them to develop their knowledge and practice		
Demonstrate good problem solving techniques to overcome potential barriers.		
Demonstrate effective evaluation techniques		