

Teaching facilitation plan

[Education](#), [Learning](#)



TEACHING/FACILITATION PLAN (Please remember to maintain anonymity of the area of work and the persons involved). | Date on which the teaching occurred: | | Learning environment: | | | Number/s and learning style/s of learner/s (if known) : | | | Learner's previous knowledge, skills and attitude : | | | Title of Session /Aim : | | | | | Learning outcomes: | | | Time frame: | Content: | Teaching methods used :(e. g. | Resources used: | | | explanation, | | | | Lecture, demonstration, | | | | practice, questioning). | | | | | | | | | | | | | | | Do not evaluate within in this plan, evaluate the assessment within your 1000 word reflection include: | | What would you do if you were to undertake this again? Would you alter anything with reference to your learning environment, timing, aim, learning | | outcomes, resources used etc? | | | | | | | | | | | | | | | | Essay 1 1. Discuss in detail the effectiveness of your teaching plan ie you may include discussion regarding the learning environment and the teaching methods used. 2. How did you establish the aim and learning outcomes discuss and reflect upon why these are important and useful in practice? The aim of the teaching plan was decided upon following a discussion with the student, when it was highlighted by the student that she felt under confident with taking manual blood pressure readings. The learning outcomes were formulated during a one to one session using Nicklin and Kenworthy (2003) who state that learning outcomes should be: SMART - Specific - Measureable - Achievable - Realistic - Time framed Mager (1997) conjectures that without objectives you won't be able to decide which content and procedures will get you to your aim. The formulation of learning outcomes communicates the assessor's intent and are not open to interpretation. They give the student a clear

understanding of what is expected of them. Clinical placements can be daunting for the student and having clear learning aims can help students focus on one aspect at a time thus helping to increase confidence. 3. Discuss learning styles and how knowledge of these may have influenced your choice of teaching methods It is generally acknowledged that learning styles indicate an individual's preferred way of learning or how the individual acquires information (Fedder and Brent, 2005). Learning styles also influence the way in which learners master the goals and objectives of an educational programme (Rassool and Rawaf, 2008). (Word count for essay 1 =..... words (NB: Please do not include your words from the teaching plan) ASSESSMENT PLAN (Please remember to maintain the anonymity of the area of work and the persons involved). | Date on which the assessment occurred: | | Learning environment: | | | | | | Number/s and learning style(s) of learner(s) being assessed: (if known) | | | | | | | | Learner's previous knowledge, skills and attitude : | | | | Title of assessment /Aim: | | | | | Learning outcomes: | | | | | Preparation of the learner/s for the assessment :(please include the context of assessment e. g. formative/summative): | | | | | | | | | | Consider any Issues to be considered by the Assessor with the learner/s: (such as maintaining dignity, confidentiality, maintenance of safety. please | | include the standard/level to be achieved, and relate to knowledge/skills/attitudes/safety). | | | | | | | | | | | | | | Assessment Criteria to be used for this assessment? Trust policy/Standard etc. | | Do not evaluate in this plan, evaluate the assessment within your 1000 word reflection include: | | What would you alter if you were to undertake this again? Would you alter anything with reference to your learning

environment, timing, aim, learning | | outcomes, resources used etc? | | What methods would you use to collate information regarding the assessment for e. g. utilise observation? Patient narrative or questioning techniques? Would | | you prepare the learner more satisfactorily for the assessment? Would you alter the aim/ learning outcomes? Did you assess knowledge, skills and attitude? | | | | | | | | | | | | | | | |

Essay 2

1. Explore in detail why it is necessary to assess your learner

The NMC sets out standards of education of pre-registration students. These set out what nursing students must demonstrate to be fit for practice at the point of registration with the NMC. All nurses are required to share their knowledge, skills and expertise and must assist students in the development of competence (Nursing and Midwifery Council (NMC) 2008a). Recent changes highlighted in the Standards to Support Learning and Assessment in Practice (NMC 2008b) have raised the profile of mentoring in practice. These standards provide a clear framework to enhance the quality, principles and accountability of mentorship. Practical knowledge and personal experience are cornerstones for integrating theoretical knowledge and developing nursing skills and are a major reason for clinical placements during nurse education (Midgley, 2006)

A context of learning is created when learning is acknowledged as a legitimate aspect of the nursing situation e. g. when an experienced nurse accompanies the student either to observe or teach in the situation. The role of the mentor in clinical practice settings is an important aspect of nurse education. Through mentorship, qualified nurses get the opportunity to pass on professional values, knowledge and skills to the trainee nurse.

2. What were your aim and learning outcomes? Where did the assessment criteria

come from? Was the assessment valid and reliable? The aim of the assessment session was that the student would demonstrate the ability to perform a manual blood pressure recording. That she would have an understanding of the relevance of the readings and that the recordings would be documented accurately. The assessment criteria were compiled from policies and guidelines set out by the NMC, Royal Marsden Manual of Clinical Procedures and employers policies. Thus ensuring that the procedure adheres to NMC and local guidelines. The assessment was both valid and reliable as the learning outcomes were specific to policy and procedure. 3. Discuss the importance of constructive feedback and how it was given to your learner Feedback is an important part of the process in improving skills, knowledge and confidence. Students in all professions require feedback in order to stay motivated in their learning. The importance of thoughtfully and appropriately delivering feedback becomes clear when the deleterious consequences of poorly given or misunderstood feedback are considered. For example when learners view feedback purely negatively, they can become anxious or resentful and less receptive to further learning and evaluation (King, 1999). The feedback given to my student following the assessment was undertaken in a quiet private area, where time was taken to discuss together how we both felt the assessment had gone. I gave positive feedback on the assessment, pausing to allow the student to comment, the student herself highlighted the area of the assessment she felt under confident about. We had a further discussion on this and together compiled an action plan and scheduled regular one to one session to facilitate practice sessions. The session ended on a very positive note with the student

thanking me for my guidance. 4. Reflect on your strengths and weaknesses of the assessment session On reflecting my own strengths and weaknesses during the assessment session it has become apparent to me that I should have given the student the opportunity to postpone the assessment due to the unexpected noisy environment . I felt the student's concentration was compromised. This indeed could be identified as a weakness, not enabling the student to have an ideal learning environment. My strength during the assessment would have been my delivery of feedback following the session. I was able to use my positive mentor student relationship in order to allow the student to self-reflect and become aware of the area of the assessment in which she was weak. By allowing the student to 5. (Word count for essay 2 =..... words (NB: Please do not include your words from the assessment plan) References