

MHSC102 Health and Social Care Teaching, Learning and Assessment

ECTS Value: 5 ECTS
Self-Study Hours: 60

Contact Hours: 25
Assessment Hours: 40

Overall Objectives and Outcomes

This module aims to tailor and engage in contemporary, relevant informative teaching in health and social care. Whilst exploring different healthcare practices and aspects in detail, candidates will discover how best to approach it from an educational perspective. It will delve deeper into the processes, theories and practices at play in the vocational field. The focus is to learn to contribute to a vibrant, innovative learning community within a broader development system.

By the end of this module, the learner will be able to:

Competences:

- a. Deliver and assess health and social care in a wide range of contexts;
- b. Build on the existing interests and expertise in vocational education and apply these theoretical constructs to practice;
- c. Develop lesson plans and design teaching and learning for students in a didactically sound way, whilst perceiving and evaluating the learning processes and lesson progress by tasks;
- d. Monitor current key issues, debates, trends and policies in vocational education, both nationally and internationally;
- e. Develop various assessment tools to be able to review the different criteria in the syllabi;
- f. Decide and formulate which assessment strategies are suitable for the different learning abilities of the students;
- g. Evaluate different tasks whilst being able to give verbal and written feedback both to students and to colleagues when verifying their work.

Knowledge:

- a. Demonstrate an in-depth understanding of the way individuals learn and the importance of the interactions between teaching and learning;
- b. Understand the theory and practice of learning, curriculum design and evaluation of a vocational subject within an educational setting;
- c. Identify the pedagogical tools required to teach creatively and imaginatively to assess effectively and engage learners;
- d. Develop an understanding of the key aspects of vocational subjects in relation to other subjects within the National Curriculum Framework, focusing on the VET Subject Learning Outcomes (SLO), namely the Knowledge, Comprehension and Application Criteria;
- e. Classify and elaborate on relevant health and social care topics in a way appropriate to the different learning aptitudes of the students;
- f. Outline the importance of the vocational educators' ethical reasoning in their pedagogical practice and as a result interpret how this is useful in a health and social care educational setting;
- g. Show understanding of the work methods and new roles of teachers in vocational education and training, moving from a lecturing approach towards a moderator of learning;
- h. Analyse why it is important to create assignment briefs that will help students produce work which is valid, authentic and reliable;

- i. Show an understanding of the verification process within vocational education and be able to elaborate on its importance with regards to quality assurance purposes.

Skills:

- a. Apply learning in a vocational setting, focusing on conditions for learning, learning methods, learning difficulties, benefits of learning and the importance of effective communication in lessons;
- b. Apply previous knowledge and understanding, as well as their problem-solving abilities, to new and unfamiliar situations in a broader or multi-disciplinary context of health and social care education;
- c. Plan and combine theoretical and practical aspects of teaching in learning situations that have real life or real work experience;
- d. Analyse the complex work of VET teaching, as well as benefits resulting from the dialogue between practitioners and academics;
- e. Design a fair, authentic and reliable assignment brief, with accompanying observation sheets to be used when assessing the various application criteria in the subject content;
- f. Devise reliable marking schemes for the assignment briefs across all units as per Health & Social Care Syllabus.

Assessment Methods

This module will be assessed through: Assignment and Micro Teaching

Suggested Readings

Core Reading List:

1. Nore H, and Lahn L. (2014). Bridging the Gap between Work and Education in Vocational Education and Training. A study of Norwegian Apprenticeship Training Offices and E-portfolio Systems, International Journal for Research in Vocational Education and Training (IJRVET,) Vol. 1, No. 1: 21-34, www.cedefop.europa.eu/files/5506_en.pdf.
2. Lucas, B., Spencer, E., & Claxton, G., (2012) How to teach vocational education: A theory of vocational pedagogy. University of Winchester in collaboration with City & Guilds Centre for Skills Development.
3. Greer, I. (2019). The Vocational Assessor Handbook: Including a Guide to the QCF Units for Assessment and Internal Quality Assurance (IQA): Kogan Page Publishers.
4. Catts, R., Falk, I. and Wallance, R. (2011). Vocational Learning Innovative Theory and Practice. 1st ed. New York: Springer – UNEVOC.
5. Ornstein A.C. (2012) Curriculum: Foundations, Principles and Issues. Pearson.

Supplementary Reading List:

1. CEDEFOP, (2010) Knowledge, skills and competences for recovery and growth, Luxembourg: Publications office of the European Union.
2. Cedefop (2012). Curriculum reform in Europe: The impact of learning outcomes. Luxembourg: Publications Office of the European Union.
3. Wiles J.W. & Bondi J.C (2010) Curriculum Development: A Guide to Practice. Pearson.