

<b>Module Title</b>	Reference HSM088
<b>Contract Learning for Professional Development</b>	SCQF SCQF
<b>Keywords</b>	Level 11
Learning contract; Work Based Learning;	SCQF Points 15
Professional development; CPD; Clinical skills	ECTS Points 7.5
	Created December 2011
	Approved June 2012
	Amended
	Version No. 1

## This Version is No Longer Current

The latest version of this module is available [here](#)

### Prerequisites for Module

In addition to standard entry requirements, the participant will normally be a registered health professional, employed within a health and social care setting relevant to the proposed subject area

### Corequisite Modules

None.

### Precluded Modules

None.

### Aims of Module

Facilitate construction of a bespoke learning experience which is directed to the student's working environment and development needs.

### Indicative Student Workload

<i>Contact Hours</i>	Part Time
Briefing	2
Supervision	8
<i>Directed Study</i>	30
<i>Private Study</i>	110

### Mode of Delivery

This module is work based and primarily student led. Delivery will consist of an initial briefing session that will normally be face to face, followed by ongoing supervision carried out by a university based tutor. Supervision will be managed by a variety of electronically based resources. Where required the student may also receive support or supervision from a work based

enable the development of skills and knowledge that can contribute to the student's professional development and the effectiveness of their service

## Learning Outcomes for Module

On completion of this module, students are expected to be able to:

1. Synthesise a range of theoretical and experiential resources to create a developmental strategy associated with their chosen area of practice and mapped where appropriate to a relevant learning framework.
2. Assimilate their chosen practice development within a defined clinical governance framework.
3. Critically analyse and reflect on the impact of their developed practice in terms of service effectiveness.
4. Autonomously apply high level knowledge and clinical skills within the scope of their chosen area of practice development in accordance with defined practice standards, where they are known.

mentor who will be a clinical expert in the field of study. The student will be responsible for identifying this individual and providing evidence of their credentials.

## Assessment Plan

	Learning Outcomes Assessed
Component 1	1
Component 2	2,3,4

Portfolio; summatively assessed.

Proposal with learning contract.  
Pass/Fail

## Indicative Bibliography

1. Hearl, D., Lawson S., Morris, R., 2016. A strategic guide to continuing professional development for health and care professionals: the TRAMM model. Keswick: M & K Update Ltd.
2. Stuart C.C., 2013. Mentoring, learning and Assessment in Clinical Practice. London: Elsevier.
3. Rauner, F., 2021. Measuring and developing professional competencies in COMET: method manual. Singapore: Springer

## **Indicative Module Content**

The module is primarily self-directed by the student in terms of subject area and this will govern the main areas of study. The student will receive an initial briefing that will include an introduction to the concept of contract learning and guidance on the module procedures. They will then submit a referenced proposal that outlines their intended objectives and the means by which they expect to achieve these. This will include identification of how skills development will be specifically documented with reference to existing professional standards. This will form the basis of a learning contract that will identify the nature of work based facilities available and any required work based mentorship arrangements. Following acceptance of the proposal, the student will be assigned an appropriately experienced supervisor who will provide guidance throughout the duration of the module to a maximum of 8 hours.

4. Cottrell, S., 2022. Skills for success: personal development and employability, 4th ed. London: Bloomsbury Academic.
5. Bolton, G., Delderfield, R., 2018. Reflective practice: writing and professional development, 5th ed. London: Sage.
6. In addition students will access journal articles, texts and web resources appropriate to the chosen subject area.