

This Version is No Longer Current
The latest version of this module is available [here](#)

MODULE DESCRIPTOR

Module Title

Contract Learning for Professional Development

Reference	HSM088	Version	4
Created	October 2017	SCQF Level	SCQF 11
Approved	June 2012	SCQF Points	15
Amended	October 2017	ECTS Points	7.5

Aims of Module

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

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 12 hours.

Module 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 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.

Indicative Student Workload

	Full Time	Part Time
Contact Hours	N/A	10
Non-Contact Hours	N/A	30
Placement/Work-Based Learning Experience [Notional] Hours	N/A	110
TOTAL	N/A	150
<i>Actual Placement hours for professional, statutory or regulatory body</i>		30

ASSESSMENT PLAN

If a major/minor model is used and box is ticked, % weightings below are indicative only.

Component 1

Type:	Coursework	Weighting:	100%	Outcomes Assessed:	1, 2, 3, 4
Description:	Portfolio				

MODULE PERFORMANCE DESCRIPTOR

Explanatory Text

Performance is assessed with a grading proforma. Overall grade determined as follows;

Module Grade	Minimum Requirements to achieve Module Grade:
A	Minimum of 3 As and 1B and 1C in rows 1-5. 1 distinction and 1 Pass in rows 6 and 7
B	Minimum of 3 Bs and 1C and 1D in rows 1-5. Pass in rows 6 and 7
C	Minimum of 3 Cs and 2Ds in rows 1-5. Pass in rows 6 and 7
D	Minimum of 4 Ds and 1E in rows 1-5. 1 Pass and 1 Fail in rows 6 and 7
E	Minimum of 4 Es and 1 F in rows 1-5. 1 Pass and 1 Fail in rows 6 and 7
F	Does not meet the criteria for grade E
NS	Non-submission of work by published deadline or non-attendance for examination

Module Requirements

Prerequisites for Module	None.
Corequisites for module	None.
Precluded Modules	None.

INDICATIVE BIBLIOGRAPHY

- 1 Hearl, D., Lawson S., Morris, R., 2016. A strategic guide to continuing professional development for health and care professionals: the TRAm 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
- 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.