

<b>Module Title</b> <b>Supporting Professional Development</b>  <b>Keywords</b> Practice Teaching/Education; Supervision; Teaching, Learning and Assessment; Evidence; Promoting a Learning Environment.	Reference	NUM031
	SCQF	SCQF
	Level	11
	SCQF Points	30
	ECTS Points	15
	Created	October 2007
	Approved	January 2008
	Amended	September 2013
	Version No.	3

## This Version is No Longer Current

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

### Prerequisites for Module

This module is open to qualified practitioners in health care who have developed their level of knowledge, skills and competence beyond professional registration and where appropriate, have gained specialist practice/specialist qualifications relevant to their field of practice. This normally means that they have a registerable qualification in their field of practice and have worked for at least 2 years post qualifying and have experience supporting the professional development of others. The nurse/midwife must have met the NMC Standards to Support Learning and Assessment in practice criteria for Practice Teacher preparation

### Indicative Student Workload

<i>Contact Hours</i>	Part Time
Online tutorials	20
<i>Directed Study</i>	180
<i>Private Study</i>	100

### Mode of Delivery

The module will be delivered online through CampusMoodle.

### Assessment Plan

	Learning Outcomes Assessed
Component 1	1,2,3,4,5

Teacher preparation.

## Corequisite Modules

None.

## Precluded Modules

None.

## Aims of Module

To provide the practice teacher/educator with the knowledge, understanding and skills to lead, support and enable teaching, learning and assessment in practice.

## Learning Outcomes for Module

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

1. Critically analyse educational theories and models underpinning learning in practice.
2. Critically appraise expertise in the higher level skills required to support effective learning in practice.
3. Critically examine learning, teaching and assessment strategies and methods and apply as appropriate in practice.
4. Reflect critically on sources of support and contribute to the enhancement of local provision for self and others.

The module is assessed by a written portfolio of evidence

## Indicative Bibliography

1. BATES, B., 2019. *Learning theories simplified:... and how to apply them to teaching*. London: Sage.
2. GOPEE, N., 2018. *Supervision and mentoring in Healthcare*. 4th ed. London: Sage Publications.
3. HEALTH & CARE PROFESSIONALS COUNCIL., 2017. *Standards of education and training guidance*. London: HCPC
4. NMC., 2018. *Realising professionalism: Standards for education and training. Part 2: Standards for student supervision and assessment*. London: NMC.
5. TELFORD, M. and SENIOR, E., 2017. *The experiences of students in interprofessional learning*. *British Journal of Nursing*, 26(6), pp.350-354.
6. WOOLNOUGH, H.M. and FIELDEN, S. 2017. *Mentoring in nursing and healthcare. Supporting career and personal development*. Chichester: Wiley Blackwell.

5. Evaluate own and others  
continuing professional  
development needs in order to  
achieve excellence in practice.

### **Indicative Module Content**

Educational theories; working  
relationships; accountability;  
evidence based practice;  
leadership; lifelong learning and  
continuing professional  
development; models of reflection;  
self and peer assessment; clinical  
supervision; advanced  
communication skills; professional  
expertise and development;  
teaching and assessment strategies,  
changes and challenges of the  
learning environment; evaluation;  
equity and diversity; assessment in  
practice; practice-based education;  
promoting professional and inter -  
professional education and  
practice.