

| | |
|---|---|
| Module Title Supporting Professional Development | Reference NUM031 SCQF SCQF Level 11 SCQF Points 30 ECTS Points 15 |
| Keywords Practice teaching/education; supervision; teaching, learning and assessment; evidence; promoting a learning environment. | Created October 2007 Approved January 2008 Amended June 2016 Version No. 4 |

This Version is No Longer Current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 via 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 will be 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.