MODULE DESCRIPTOR

Module Title

Supporting Professional Development

Reference	NUM031	Version	6
Created	January 2020	SCQF Level	SCQF 11
Approved	January 2008	SCQF Points	30
Amended	May 2020	ECTS Points	15

Aims of Module

To provide the educator in practice 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 safe and effective practice-based learning.
2	Critically appraise the higher-level skills required to support effective teaching, learning and assessment in clinical practice.
3	Critically examine theories of teaching, learning and assessment.
4	Critically reflect on various methods of support for professional development of self and others.
5	Evaluate own and others' continuing professional development educational 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 and coaching; Advanced communication skills; Professional expertise and development; Teaching, Learning and assessment strategies; Changes and challenges of the learning environment; Evaluation; Equity and diversity; Assessment in practice; Inclusivity; Practice-based education and learning; Promoting professional and collaborative practice; Interprofessional learning and practice.

Module Delivery

The module will be delivered online via CampusMoodle. This includes discussion forums, quizzes, videos, Panopto and Blackboard Collaborate activities.

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Indicative Student Workload		Full Time	Part Time
Contact Hours		N/A	20
Non-Contact Hours		N/A	280
Placement/Work-Based Learning Experience [Notional] Hours		N/A	N/A
TOTAL		N/A	300
Actual Placement hours for professional, statutory or regulatory body			

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, 5
Description:	ePortfolio of Evidence.				

MODULE PERFORMANCE DESCRIPTOR

Explanatory Text

Portfolio of Evidence.

Module Grade	Minimum Requirements to achieve Module Grade:
A	C1 = A
B	C1 = B
C	C1 = C
D	C1 = D
E	C1 = E
F	C1 = F
NS	Non-submission of work by published deadline or non-attendance for examination

Module Requirements

Prerequisites for Module	None, in addition to the course entry requirements or equivalent.
Corequisites for module	None.
Precluded Modules	None.

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.