

## 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.

**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
<i>Actual Placement hours for professional, statutory or regulatory body</i>		

**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:
<b>A</b>	C1 = A
<b>B</b>	C1 = B
<b>C</b>	C1 = C
<b>D</b>	C1 = D
<b>E</b>	C1 = E
<b>F</b>	C1 = F
<b>NS</b>	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.