

University of the West of Scotland Module Descriptor

Session: 2023/24

Last modified: 09/02/24

Title of Module: Clinical Teaching			
Code: MIDW11010	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Angela Bonar		
Summary of Module			
<p>Registered health and social care professionals are required to use teaching and coaching skills when working with junior staff and students. This is core in providing competency in caring and effective evidence-based practice.</p> <p>This module explores various components, which underpin optimum clinical teaching in the practice setting such as; learning theory, methods of clinical teaching, lesson planning, assessment and evaluation. In addition the module critically explores teaching principles for use with patients and clients, along with the importance of ensuring lifelong learning and Continuing Professional Development (CPD), within healthcare professionals teaching practice.</p> <p>The module is designed to facilitate professionals who wish to enhance and develop their teaching and mentorship capacity in the clinical setting. As a result, this module will support students to develop characteristics, which can contribute to the UWS graduate attributes including universal critical thinking, being work ready and successful in the clinical/workplace setting.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
		✓	✓		
<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered “blended” if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p>Fully Online Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning Learning activities where the main location for the learning experience is in the workplace.</p>					

Campus(es) for Module Delivery
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
			✓		✓	
Term(s) for Module Delivery						
(Provided viable student numbers permit).						
Term 1		Term 2	✓	Term 3		

Learning Outcomes: (maximum of 5 statements)	
<p>On successful completion of this module the student will be able to:</p> <p>L1. Critically examine current theories and principles related to skills-based teaching and learning in the clinical context.</p> <p>L2. Critically explore the challenges of the teaching/learning context from the perspectives of the clinical teacher, the client and student learner in relation to learning needs analysis and creating education programmes and resources to meet teaching/coaching/ learning requirements.</p> <p>L3. Synthesise principles of clinical teaching and client-centred education in the design, implementation, monitoring and evaluating of effective education programmes and resources within the health and social care setting.</p>	
Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 11. Demonstrating a broad and critical understanding of contemporary theories, principles and concepts in relation to skills-based teaching and learning within health care.
Practice: Applied Knowledge and Understanding	SCQF Level 11. Relating and applying key clinical teaching principles to one's domain of clinical practice. Demonstrating creativity in the application of theoretical concepts to enhance the practitioner's competency in skills or empower the client's capacity for self-care.
Generic Cognitive skills	SCQF Level 11. Developing creative and original responses to presenting problems and issues. Critically reflecting upon and appraising complex situations to make informed judgments that underpin effective skills-based teaching and learning Developing Reflective skills
Communication, ICT and Numeracy Skills	SCQF Level 11. Selecting and applying appropriate clinical teaching methods and resources to facilitate effective communication, teaching and learning across a range of people with different needs.
Autonomy, Accountability and Working with others	SCQF Level 11. Demonstrating clinical leadership in relation to vision, engagement, empowerment and the promotion of clinical excellence and effectiveness in the health care context. Working in ways which are reflective, analytical and collaborative to enhance public involvement in developing effective clinical environments.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching	
<p>This module is delivered by distance learning utilising a Virtual Learning Environment (VLE) as well as face-to-face delivery.</p> <p>Distance learning students: In this mode of delivery, students are learning fully online and are supported by the VLE. On-line students will receive core module resources; individual and group tutorial support and directed learning via the VLE system. This will be aided by asynchronous online discussion boards; virtual learning activities; tutorials (on-line or face to face via Microsoft Teams); directed wider reading including access to electronic library and e-books.</p> <p>Face to face delivery: In this mode of delivery students will attend classes and take part in a range of face-to-face student centred activities with the lecturer and class peers. The materials presented during the classes will be those utilised by fully online students to ensure parity of experience. Taught students have access to direct individual and tutorial support from their tutors and will be directed to wider reading, including access to electronic library and books. They will also have access to the VLE as a mechanism for communication and dissemination of information.</p> <p>All students will be expected to work through the on-line module materials independently. This will assist in enhancing skills of communication, presentation, problem-solving and critical reflection. Module content reflects societal diversity and a rights-based approach to practice. To promote accessibility, anticipatory adjustments have been made to teaching and learning strategies e.g. availability of electronic copies of lecture materials. Further reasonable adjustments can be made for students who have been assessed as requiring specific adjustments e.g., specialised equipment for studying e.g., specialised software.</p>	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Tutorial/Synchronous Support Activity	3
Independent Study	135
Personal Development Plan	6
Asynchronous Class Activity	20
Lecture/Core Content Delivery	36
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Bates, B. (2015) *Learning Theories Simplified: and how to apply them to teaching*. London: Sage.

Cross, V., Caladine, L., Morris, J., Hilton, R., Bristow, H. and Moore, A. (2006) *The practice-based educator: a reflective tool for CPD and accreditation*. Chichester: Wiley

Cunningham, S. (2020) *Dimensions on Nursing Teaching and Learning: Supporting Nursing Students in Learning Nursing*. London: Springer

Delany, C and Molloy, E. (2018) *Learning and Teaching in Clinical Contexts: A Practical Guide*. Amsterdam: Elsevier Health Sciences.

Fry H, Ketteridge S, Marshall S (2015) *A Handbook for Teaching and Learning in Higher Education Enhancing Academic Practice*. 4th edn New York: Routledge

Mulholland, J. and Turnock, C. (2012) *Learning in the workplace: A toolkit for facilitating learning and assessment in health and social care settings*. 2nd edn. Abingdon, Oxon: Routledge.

Nursing and Midwifery Council (2021) *Standards for Education and Training*. Available at: <https://www.nmc.org.uk/standards-for-education-and-training/> (Accessed: 23 February 2021)

Oermann, M., Shellenbarger, T. and Gaberson, K. (2015). *Clinical teaching strategies in nursing*. 4th edn. New York: Springer publishing company.

Bassot, B. (2015) *The Reflective Practice Guide: an interdisciplinary approach to critical reflection*. New York: Routledge.

Frohman, R and Lupton, K. (2020) *Critical Thinking for Nursing, Health and Social Care*. London: Macmillan

The module Moodle site will also provide students with additional module resources during each unit of learning. In addition, regional/ national policies and strategies for continuing professional development in the country of the professional's practice.

Professional / government websites detailing policies/initiatives for nursing/ midwifery practice will be introduced.

(*N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Supplemental Information

Programme Board	Midwifery & Specialist Nursing
Assessment Results (Pass/Fail)	No
Subject Panel	Midwifery&Specialist Nursing L9-11

Moderator	Laura McMillan
External Examiner	Moyra Journeaux
Accreditation Details	
Version Number	2.15

Assessment: (also refer to Assessment Outcomes Grids below)
Formative feedback on overall aim, learning outcomes and lesson plan prior to teaching session.
1. The students are required to design, implement, monitor and evaluate a skills based teaching session demonstrating the synthesis of the principles of clinical teaching (50% weighting).
2. The students are required to submit a 2,500 word reflective essay (50% weighting) of the teaching session to demonstrate their critical understanding of the current theories, and challenges surrounding skills based teaching and how this impacts on educational programmes and resources within health and social care.
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1					
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral			✓	50	1
Component 2					
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓	✓		50	0
Combined Total For All Components				100%	1 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

Within the module, quality of care, inclusiveness and employability are achieved by:

- Provision of a welcoming and supportive culture that promotes accessibility and equal opportunities to prospective students and students.
- Promotion of confidence and knowledge of their rights as a student and employee.
- Promotion of respect and knowledge of client diversity, their needs, rights and associated practitioner responsibilities.

The above aims, supported by staff belief in fairness and equal opportunities, guide content, teaching and learning, assessment and evaluation.

Disability disclosure is encouraged throughout recruitment, selection and throughout the duration of this module. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced.

To enable the module to be responsive to the demand for equality and diversity, procedures and processes have been subject to Equality Impact Screening and where appropriate Equality Impact Assessment. Evaluation by all key stakeholders through the life of the module is also central to meeting commitments.

Further detail is available in the specific section of the Programme Specification.

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)