Module Descriptor

Title	Clinical Teaching		
Session	2026/27	**Status**	Published
Code	MIDW11010	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Gillian McTaggart		

Summary of Module

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.

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.

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.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☐	☒	☐

Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London	☒ Online / Distance Learning

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

			☐ Paisley		☐ Other (specify)	
Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Critically examine current theories and principles related to skills-based teaching and learning in the clinical context.
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.
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.
L4	
L5	

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 11** Demonstrating a broad and critical understanding of contemporary theories, principles and concepts in relation to skills-base d teaching and learning within health care.
Practice: Applied Knowledge and Understanding	**SCQF 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 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 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 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.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. This module is delivered by distance learning utilising a Virtual Learning Environment (VLE) as well as face-to-face delivery. 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. 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. 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.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	33
Tutorial / Synchronous Support Activity	3
Personal Development Plan	6

Asynchronous Class Activity	20
Independent Study	138
n/a	
TOTAL	200

Indicative Resources

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

(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)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

100% attendance is expected in this module. If your attendance falls below 80%, you will be contacted, in adherence to the 24/25 UWS Student Attendance and Engagement Procedure, and may be asked to agree a re-engagement support plan.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. This module is appropriate for all students. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. In line with the Equality Act 2010 and UWS Refreshed Equality Outcomes 2021 - 2025 Public Sector Equality Duty Mainstreaming and Equality Outcomes Report 2021 (uws.ac.uk) (pp. 37 - 39) the School of Health and Life Sciences encourages the disclosure of support requirements, including disability, at the recruitment stage and throughout the duration of the module. Emphasis is placed on confidentiality of information, the benefits of disclosure, and that no detriment to progress will be experienced. The School will endeavour to make reasonable adjustments to teaching and learning approaches and arrangements for assessment, and (when applicable) periods of placement, where appropriate. All learning materials, activities and scenarios will utilise a diverse range of patients to reflect the diversity of students. Professional programmes have Standards of Proficiency which detail the knowledge, skills and understanding required to be met to permit professional registration to be able to practise safely and effectively in the profession. As an education provider for this professional programme, UWS is not able to adjust these standards. However, we can make reasonable adjustments to assist students in meeting these standards.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Adult Nursing Community Health**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Community and Health
Moderator	Jen Pender
External Examiner	M Duncan
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Formative feedback on overall aim, learning outcomes and lesson plan prior to teaching session. 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).

Assessment 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.
Assessment 3
(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 Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral	☐	☐	☒	☐	☐	50	1

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☒	☒	☐	☐	☐	50	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	1 hours

Change Control

What	**When**	**Who**