Module Descriptor

Title	Effective Teaching in Practice New		
Session	2026/27	**Status**	Published
Code	HLTH10001	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Amanda Hobbs		

Summary of Module

The module aims to help the health and social care professional to develop their skills of teaching in professional practice. The different international theoretical approaches which underpin effective teaching skills and learner needs are discussed. The qualities which positively influence good practice teaching are considered whilst learning styles and theories are explored.

The module will provide the participant with the knowledge and skills required to support the role of teaching in his/her professional practice. The approach to learning within this module is student-centred which supports and enables the participant to take responsibility for their own learning and guides each learner towards building on their previous and concurrent experience.

This module is suitable for nursing, health and social care students from anywhere in the world as it allows the application of theory to practice regardless of geography or care setting.

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

Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☒ London ☒ Paisley	☒ Online / Distance Learning ☒ Other (specify)

[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

					New College Lanarkshire	
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 discuss theoretical perspectives which underpin the processes of teaching and learning.
L2	Demonstrate the application of educational theories and principles in the design of a structured teaching resource/session that relates to a relevant aspect of professional practice.
L3	Critically discuss drivers and challenges influencing teaching and learning in global healthcare and social care practice.
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 10** Demonstration of a critical understanding of the theories of learning and their application to practice. Critical understanding the role of teaching in practice. Demonstrate a critical understanding the importance of identifying the learning needs of learners. Critical understanding teaching and learning strategies which promote effective learning.
Practice: Applied Knowledge and Understanding	**SCQF 10** Use a range of skills in the identifying learning needs within a particular area of practice. Ability to developing a learning session for a topic / skill / procedure which demonstrates specialist, advanced or at the forefront of a subject/ discipline. Implement appropriate teaching skills to enable learning. Provide a supportive, educative and protective role towards the learner
Generic Cognitive skills	**SCQF 10** Demonstrate the ability to distinguish between appropriate and inappropriate teaching styles. Offer professional level insights in facilitating the learner to a variety of relevant learning resources.

	Demonstrates the ability to enable learners to seek out new information and understanding. Critically evaluates information to inform a relevant and effective teaching programme.
Communication, ICT and Numeracy Skills	**SCQF 10** Demonstrates the ability to enable the learner to articulate their understanding of the learning session. Demonstrates a wide range of routine and some advanced skills in communicating effectively and appropriately in speech and presentation. Using a range of network sources to support and enhance information. Interpreting the results of assessment tools accurately.
Autonomy, Accountability and Working with Others	**SCQF 10** Exercise autonomy and initiative in professional teaching activities whilst liaising with appropriate subject experts. Engaging effectively with the learner(s) as a good role model for teaching. Demonstrate a collaborative approach towards teaching and learning. Demonstrating responsibility for effective transfer of knowledge/skills through the delivery of planned teaching programmes.

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 will be delivered as both hybrid learning and fully online. Hybrid Delivery: In a hybrid delivery model students will be exposed to a range of synchronous and asynchronous group and personal activities online or in the classroom. This will be supplemented with a series of online learning units that present students with the core learning content for the module. Fully online delivery: In a fully online delivery model students will be exposed to a series of online learning units that contain the core learning content for the module. These will require students to take part in a range of asynchronous personal and group learning activities. These will be supplemented with synchronous online learning events.

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	28
Tutorial / Synchronous Support Activity	6
Personal Development Plan	6
Asynchronous Class Activity	2
Independent Study	158
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Bastable, S. (2021) Nurse as Educator: Principles of Teaching and Learning for Nursing Practice. 5th Edition. Bates, B. (2023) Learning Theories Simplified…and How to Apply them to Teaching. 3rd Edition Muijs, D., Reynolds, D. (2018) Effective Teaching: Evidence and Practice. 4th Edition
(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:** Students are expected to attend all timetabled classes and scheduled meetings with academic staff.

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. 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. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or

assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.
(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	**Biological Sciences 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	Health
Moderator	Lloyd Makonese
External Examiner	J Coe
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Written assignment - 4000 words
Assessment 2
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**
Essay	☒	☒	☒	☐	☐	100	0

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	When	Who
Learning outcome 3 reworded Internal Moderator name updated Indicative resources updated	22/01/2026	A.Hobbs