University of the West of Scotland
Module Descriptor

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Title of Module: Effective Teaching in Practice

Code: NURS10010	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Brian Johnston		

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. Aims, educational objectives and learning outcomes are all defined. Models of programme design, educational resources and the sequencing of content are discussed. A variety of teaching methods and methods of assessing learning are examined. The rationale for evaluating teaching is presented alongside the methods for gaining feedback.

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.

This module supports the following UWS Graduate Attributes:

Universal – Critical Thinker, Culturally aware and Research-Minded

Work ready – Knowledgeable, Motivated and Potential leader

Successful – Autonomous, Resilient and Driven

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓	✓			

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.

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

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.

HybridC
Online with mandatory face-to-face learning on Campus

HybridO
Online with optional face-to-face learning on Campus

Work-based Learning
Learning activities where the main location for the learning experience is in the workplace.

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)

On successful completion of this module the student will be able to:

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 national and international issues affecting the processes of teaching and learning in healthcare and social care practice

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 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 Level 10. Use a range of skills in the identifying learning needs within a particular area of practice. Developing a learning session for a topic / skill / procedure which demonstrates specialist, advanced or at the forefront of a subject/ discipline. Implementing appropriate teaching skills to enable learning. Providing a supportive, educative and protective role towards the learner.

Generic Cognitive skills	SCQF Level 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 Level 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 Level 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.

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	
This module is delivered as blended learning module as well as by full online learning utilising a Virtual Learning Environment (VLE). Students will also have access to the VLE as a mechanism for communication and dissemination of information. Blended learning students will participate in a range of classroom activities supported by the quality assured resources received by online students. Blended learning 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. Students who are learning fully online and are supported by the VLE will receive: Core quality assured module resources; individual and group tutorial support and directed learning via the VLE system. This will be aided by synchronous online classroom sessions, asynchronous discussion boards; directed wider reading including access to electronic library and e-books.	
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)

Asynchronous Class Activity	2
Tutorial/Synchronous Support Activity	6
Independent Study	158
Personal Development Plan	6
Lecture/Core Content Delivery	28
	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:

There are no essential core reading materials for this module. The following reading list is recommended to support the content of this module and its learning outcomes:

Dolan B., Hinchcliff S. (2017) The Practitioner as Teacher. 4th edition. London. Elsevier.

Eyler, J. R. (2018) How Humans Learn. West Virginia University Press.

Gravells, A. (2014) The Award in Education and Training. London: Sage

Matheson, D. (2015) An Introduction to the Study of Education. Abingdon: Routledge

McKimm J., Swanwick, T. (2010) Clinical Teaching Made Easy; a practical guide to teaching and learning in clinical settings. London: Quay

In addition to these texts students will be directed to a wide range of international, national and local information to support the module content and learning outcomes.

(**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

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:
For the purposes of this module, academic engagement equates to the following:

Attendance at synchronous sessions (lectures, workshops, and tutorials - completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module.

Supplemental Information

Programme Board	Biological Sciences and Health
Assessment Results (Pass/Fail)	No
Subject Panel	Health L7-11
Moderator	Jane Munro
External Examiner	K Myrissa
Accreditation Details	
Changes/Version Number	1.09 As per Division Standard statements for Attendance Requirements and Equality & Diversity. Amended the contact hours to 36 Other teaching delivery removed

Assessment: (also refer to Assessment Outcomes Grids below)
Formative Assessment   This module is formatively assessed by individual/group discussion on the content of learning activities that are embedded within each of the learning units. This may be achieved in face to face discussion in the class or by discussion remotely managed via the module VLE.   This module has two assessment components: Assessment will be based on the students participation in Asynchronous Discussions hosted on the Virtual Learning Environment. These discussions are themed around the learning outcomes.   Discussions will be marked using a methodology developed within the School of Health and Life Sciences, based on a model for participation in asynchronous discussion developed by Sabin H, Larson S; Nellen T (2000) The PACE Model: for On-line Teaching and Student Support, Learning Technology Newsletter, 2(1):16-20. [Online]. Available at: http://lttf.ieee.org/learn_tech/issues/january2000/learn_tech_jan2000.pdf.   This will contribute 20% to the final mark awarded to the student.
Written assignment based on the development of a teaching resource/session that relates to their professional practice 3500 words.   This will contribute 80% to the final mark awarded to the student.   Both assessments methods address all the Learning Outcomes because the themed approach to the learning and to support preparation of the written assignment.
(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/	✓	✓	✓	20	0

Debate/ Interview/ Viva voce/ Oral					

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓	✓	✓	80	0
	Combined Total For All Components			100%	0 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

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.
Please refer to the UWS Equality and Diversity Policy at the following link: UWS Equality and Diversity Policy

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)