



Building professional identity

Becoming a professional

Cooper and Pickering - Personal baggage

Draper - Nurses, post-qualifying

Nix, Cooper, Davis and McCormick - Prepared for practice

Miller - Developing professionalism

Miller, Cable, Goodliff - A day in ..

Reeve - Professional formation

Wise - Transition to work-based

Supportive jobs

Buchanan - programme tutors' role

Brigham and Smith - Supporting emotional resilience

Draper - Programme tutors

Shakespeare and Webb - Mentors

Barnes - Tutors supporting online

Hemmings and Blake - Mentors and tutors

Seden and Sieminski - Course tutors' support

White - Tutors, tutorials and TMA feedback

Course - Supporting workplace study

Values

Cooper and Pickering PIVOT

Holland et al - Age discrimination

Matthews - Dilemmas in mental health assessment

FHSC Resource bank - avoiding discriminatory language

Supportive communities

Brigham - Turning the tide, Learning to lead

Brigham and Smith - Riding the Waves

Engeström - Activity theory

Wenger Landscapes of practice

Influence in the workplace

Jones - K311 Effect on Practice

Harkes - Using K100 in practice

Online networking

Barnes - 12 tips online

Haggarty et al - Research seminars online

Thorpe, Greaney and Pettit - Social networking

Wenger - Communities of practice online

Theorising practice

Engeström - Activity theory

Finlay - Reflecting on reflection

Etienne Wenger - Communities of practice

Critical Practice and Reflection

Brigham and Smith - Emotional resilience

Cooper and Pickering - PIVOT

Gordon, Cooper and Dumbleton - Knowing Practice

Matthews - Values mental health assessment

Morgan - Using multimedia

Shakespeare and Webb - Mentors

White - Encouraging reflection K350

Cameron - Engaging critically

Oates - Re-usable learning objects

Learning in communities

Encouraging reflection -

Reflection in courses

Shakespeare and Barnes - Reflective practice audit

Shakespeare's Checklists Reflective practice: reflection and course documentation

Di Paulo - Autobiographies

Hughes and Lucas - Life histories

Shakespeare - Reflective practice

Shakespeare and Barnes 4 courses audit

Shakespeare Reflection in programme documentation

White - Tutorials and TMAs

Benjamin and Harrison - Reflection and young people programme

Cable, Goodliff and Miller - A questioning approach

Sclater and Minocha - Writing

Developing practice learning materials

Models

Shakespeare - User Generated content

Shakespeare - Empty box templates

Leach Involving service users (Report on conference)

Shakespeare - Practice Curriculum

Pedagogical Practice

Shakespeare and Jones - Pedagogical Audit

Shakespeare's checklists - Reflective practice; What form should activities take; Commenting on course materials: Activity based learning

Gallagher and Wyllie - 'Ideas' of Practice

McCormick - Sustainable practice

Morgan - Multimedia

Assessing practice-based learning

Portfolios

Holland and Buckledee Friend or foe

Strivens Marking workload

FHSC resource bank - Portfolio advice

Clarke Technical support

On site assessment

Shakespeare and Webb - Mentors

Grant - Medicine and assessment

Practices in assessment

Rai - Emotions in reflective writing

Pettit and Shakespeare Practice writing and assessment

Harkes and Shakespeare - Assessment Audit

Rai and Lillis - Getting it write/right

FHSC Resource bank - various writing skills advice

White - TMA feedback

Donohue, Coffin, Jones - Genre and assignments

Learner profiles

Cooper and Pickering Widening Participation Worksheet

Hughes and Lucas Life History

Jones - K311 motivations

Kubiak Paraprofessional learning

Kubiak, Rogers and Turner Tensions in WBL