



Module Descriptor

Title	eHealth: Assessment from a Distance		
Session	2025/26	Status	Published
Code	COMP11111	SCQF Level	11
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Computing, Engineering and Physical Sciences		
Module Co-ordinator	Jamal Hwidi		
Summary of Module			
<p>Technology is being used widely to ensure individuals can remain at home for longer and when necessary receive safe, efficient and effective health care. There has been a rapid development of ehealth within the UK and internationally. There is a necessity for a global health and social care workforce that is competent in assessing patients and service users from a distance with the use of such technologies as, the telephone and video conferencing. The module will facilitate the development of the student’s knowledge and skills in undertaking structured, safe, effective, person centred assessment from a distance by focusing on the core skills of communication and decision making. The module will build on the student’s skills and theoretical knowledge base and will require significant self-reflection and group discussion. This module will appeal to a wide range of healthcare professionals working in hospital and community settings across all fields in the UK and Internationally. It is anticipated that at times during their working week the health care professional will communicate with patients/service users via the telephone and/or other technologies. Throughout the module students will be encouraged to develop their graduate attributes, in particular: critical thinking, collaboration, knowledge and effective communication.</p>			
Indicative Module Content			
<p>The content of the module includes:</p>			
<p>National and International drivers for ehealth Application of ehealth nationally and Internationally Frameworks for assessment</p>			
<p>Communication skills which support assessment at a distance Models and frameworks of decision making</p>			
<p>Potential error and decision support tools.</p>			

Module Delivery Method	On-Campus¹ <input checked="" type="checkbox"/>	Hybrid² <input type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>		
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input checked="" type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)			
Terms for Module Delivery	Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
L1	Identify and evaluate models and frameworks for assessment at a distance
L2	Critically appraise the communication skills required to provide an effective, safe and person-centred assessment from a distance
L3	Critically analyse theories, models and tools, which facilitate decision making from a distance.
L4	Demonstrate the application of complex knowledge and skills required to undertake an assessment from a distance
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 Demonstrate a broad and integrated knowledge of assessing patients from a distance and where this may be applicable to clinical practice. A critical understanding of theories and principles of decision making and diagnostic error and communication. Critically appraise models and frameworks of consultation and communication.
Practice: Applied Knowledge and Understanding	SCQF 11

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

	<p>Demonstration of a critical understanding of the application of the principal theories and concepts relating to the process of safe, effective and person- centred assessment from a distance in practice.</p> <p>Utilise simulation and real situations to reflect on, practice and enhance therapeutic and communication skills.</p> <p>Undertake critical reflection, analysis, evaluation and synthesis of contemporary theories and frameworks in assessment both face to face and from a distance</p>
Generic Cognitive skills	<p>SCQF 11</p> <p>Critically review and consolidate knowledge and skills in clinical assessment from a distance.</p> <p>Provide verbal and written effective, constructive reflections and feedback to colleagues.</p> <p>Take responsibility for the evaluation of the work of self and others in defined areas of work and provide constructive feedback to colleagues.</p>
Communication, ICT and Numeracy Skills	<p>SCQF 11</p> <p>Use a wide range of ICT applications to support and enhance work at this level and adjust features to suit its purpose.</p> <p>Enhance interpersonal and inter-professional communication skills. Develop and enhance health literacy skills to support assessment from a distance.</p> <p>To access, retrieve, critique and apply a range of reliable and credible evidence throughout online activities.</p> <p>Demonstrate how these transferable knowledge and skills apply to practice.</p>
Autonomy, Accountability and Working with Others	<p>SCQF 11</p> <p>Use a wide range of ICT applications to support and enhance work at this level and adjust features to suit its purpose.</p> <p>Enhance interpersonal and inter-professional communication skills. Develop and enhance health literacy skills to support assessment from a distance.</p> <p>To access, retrieve, critique and apply a range of reliable and credible evidence throughout online activities.</p> <p>Demonstrate how these transferable knowledge and skills apply to practice.</p>

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

Learning and Teaching
<p>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.</p> <p>This module features a range of contemporary learning and teaching strategies to meet the learning outcomes. The Virtual Learning Environment will provide the student with a range of eLearning resources and Web 2.0 technologies to support their communication and use of resources. Simulation, scenarios and clinical calls will be utilised to enrich the module</p>

content and the students' knowledge and understanding of the topics. Independent and self-directed learning will be incorporated to enable the student to consolidate their learning and skill development.

Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	15
Tutorial / Synchronous Support Activity	15
Asynchronous Class Activity	6
Personal Development Plan	6
Independent Study	158
Please select	
TOTAL	200

Indicative Resources

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

There is no core text for this module. All are considered recommended reading. 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.

Hunter C (2018) Telephone Triage Care Class Professional Publishing, UK* Kahneman D. (2011) Thinking, Fast and Slow UK, Penguin Books.*

Lai PC (2017) The Literature Review of Technology Adoption Models and Theories for the Novelty Technology Journal of Information Systems and Technology Management 14(1) 21-38*

Beretta V (2021) Development and Implementation of Health Technology Assessment, Springer*

Nguyen A (2022) Hands-On Healthcare Data, O'Reilly*

Nolan, M., Brown, J., Davies, S., Nolan, J., & Keady, J. (2006) The senses framework: improving care for older people through a relationship centred approach. Getting Research into Practice (GRiP) Report No 2. Project Report. Sheffield: University of Sheffield.*

Silverman J., Kurtz S., and Draper J. (2013) Skills for Communicating with Patients, 3rd Edition, Oxford, Radcliff Publishing Ltd.*

Croskerry P, Singhal G and Mamede S (2013a) Cognitive debiasing1:origins of bias and theory of debiasing, BMJ Quality and Safety [Online]*

(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 regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

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

The School of Computing, Engineering and Physical Sciences considers attendance and engagement to mean a commitment to attending, and engaging in, timetabled sessions. You will scan your attendance via the scanners each time you are on-campus and you will login to the VLE several times per week. Where you are unable to attend a timetabled learning session due to illness or other circumstance, you should notify the Programme Leader that you cannot attend. Across the School an 80% attendance threshold is set. If you fall below this, you will be referred to the Student Success Team to see how we can best support your studies.

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](#).

Aligned with the University's commitment to equality and diversity, this module supports equality of opportunity for students from all backgrounds and learning needs. Using the VLE, material will be presented electronically in formats that allow flexible access and manipulation of content. This module complies with University regulations and guidance on inclusive learning and teaching practice. This module has lab-based teaching and as such you are advised to speak to the Module Co-ordinator to ensure that specialist assistive equipment, support provision and adjustment to assessment practice can be put in place, in accordance with the University's policies and regulations.

(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	Computing
Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	Business & Applied Computing
Moderator	Graeme A. McRobbie
External Examiner	TBC
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Changes / Version Number	1.0
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Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Formative Assessment: This module is formatively assessed by group discussion and reflections of assessments from a distance. The student will undertake a written case study report. The student will critically reflect on an assessment from a distance. They will critically analyse and evaluate the practical application of current theory and research in decision-making, communication and the use of an appropriate consultation structure (100%).
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
Case Study	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	100	0

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	0 hours

Change Control

What	When	Who
Updated Attendance and Engagement and EDI	02/04/2025	A Adamson
