Title of Module: Independent Study (HSCE)			
Code: NURS11012	**SCQF Level: 11** (Scottish Credit and Qualifications Framework)	**Credit Points: 20**	**ECTS: 10** (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Alan Curley		

Summary of Module
Independent study is an intrinsically worthwhile developmental experience and provides an opportunity for students to customise their learning programme through individually negotiated sets of learning objectives and activities. Within this module students will be expected to focus their individual study within the context of health, social care or education (HSCE) to explore an area of personal interest and professional relevance. In so doing a critical literature review of the chosen topic will be developed, which addresses both the module outcomes and the student generated learning objectives. The above skills acquisition, contributes to the development of the **UWS Graduate Attributes**: **Universal** - critical thinking, analytical, inquiring, culturally aware, emotionally intelligent, ethically-minded, collaborative, research-minded and socially responsible; **Work-Ready** - knowledgeable, digitally literate, effective communicator, motivated, potential leader; and **Successful -** autonomous, incisive, creative, resilient and daring.   • To explore an area of personal interest and professional relevance and develop a critical literature review of the chosen topic.

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. Plan and execute an in-depth independent study in a health, social care or education related area. L2. Demonstrate holistic, critical and comparative knowledge in the selected area. L3. Formulate an original and critical response to the field of study.

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 11. Critical and integrated knowledge of a health, social care or education related area field of study.
Practice: Applied Knowledge and Understanding	SCQF Level 11. Relate key components of an investigation into a health, social care or education related area to the work care setting.
Generic Cognitive skills	SCQF Level 11. Critical and original responses to contemporary issues or problems.
Communication, ICT and Numeracy Skills	SCQF Level 11. Demonstrate a wide range of complex and expert communication. Demonstrate ICT and numeric skills.
Autonomy, Accountability and Working with others	SCQF Level 11. Demonstrate considerable autonomy and initiative in all professional activities.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	None
Co-requisites	**Module Code:**	**Module Title:**

* Indicates that module descriptor is not published.

Learning and Teaching

This module is delivered via face-to-face delivery as well as by fully distance learning utilising a Virtual Learning Environment (VLE).

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 lecturers 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 peer and staff communication and dissemination of information.

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/synchronous online discussion boards; virtual learning activities; tutorials (on-line or face to face via Webex); directed wider reading including access to electronic library and e-books.

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.

Students have access to direct support from a designated lecturer supervisor 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 peer and staff communication and dissemination of information.

All students will be expected to work through the on-line module materials independently via the VLE. This will assist in enhancing skills of communication, presentation, problem-solving and critical reflection.

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)
Lecture/Core Content Delivery	3
Asynchronous Class Activity	6
Personal Development Plan	6
Independent Study	185
	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:
Aveyard, H. (2019) Doing a Literature Review in Health and Social Care: A Practical Guide. 4th ed. London: Open University Press.

Aveyard, H., Sharp, P. and Woolliams, M. (2015) A Beginners Guide to Critical Thinking and Writing in Health and Social Care. 2nd ed. Milton Keynes: Open University Press.

Gerrish, K. and Lathlean, J. (eds.)(2015) The Research Process in Nursing. 7th ed. Hoboken: Wiley-

Blackwell.

Greenhalgh, T. (2014) How to read a paper: The Basics of Evidence-Based Medicine. 5th ed. Hoboken, N.J.; BMJ Books.

Machi, L. A. and McEvoy, B. T. (2016) The Literature Review: Six Steps to Success. 3rd ed. London: Corwin.

Wallace, M. and Wray, A. (2016) Critical Reading and Writing for Postgraduates. 3rd ed. London: SAGE Publications.

The module VLE site will also provide students with additional module resources.

(**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:
In line with the Academic Engagement and Attendance 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 Moodle, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: Academic engagement and attendance procedure

Supplemental Information

Programme Board	Midwifery & Specialist Nursing
Assessment Results (Pass/Fail)	No
Subject Panel	Midwifery&Specialist Nursing L9-11
Moderator	Angela Dow
External Examiner	M Lees
Accreditation Details	
Version Number	2.15

Assessment: (also refer to Assessment Outcomes Grids below)

Formative Assessment (0% weighting): Following the independent study briefing, students will prepare and submit a 500 word study proposal which introduces the focus of the independent study, provides a rationale and includes two student generated learning objectives. The proposal will be reviewed by their

personal / academic supervisor. The student will discuss with their supervisor to negotiate the final study activity.

Summative Assessment (100% weighting): Assessment Category 1 (Assignment/Essay)

The nature of the assessment will take the form of a 4,500 word critical literature review of the agreed topic and will be guided by the proposed learning objectives and feedback received from the formative assessment.

(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	
Essay	✓	✓	✓	100	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

Within the module, quality of care, inclusiveness and employability are achieved by:

· Provision of a welcoming and supportive culture that promotes accessibility and equal opportunities to prospective students and students.

· Promotion of confidence and knowledge of their rights as a student and employee.

· Promotion of respect and knowledge of client diversity, their needs, rights and associated practitioner responsibilities.

The above aims, supported by staff belief in fairness and equal opportunities, guide content, teaching and learning, assessment and evaluation.

Disability disclosure is encouraged throughout recruitment, selection and throughout the duration of this module. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced.

To enable the module to be responsive to the demand for equality and diversity, procedures and processes have been subject to Equality Impact Screening and where appropriate Equality Impact Assessment. Evaluation by all key stakeholders through the life of the module is also central to meeting commitments.

Further detail is available in the specific section of the Programme Specification.

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)