Module Descriptor

Title	Independent Study (HSCE)		
Session	2026/27	**Status**	Published
Code	NURS11012	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Gillian McTaggart		

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.

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)	

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	☐

[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

Learning Outcomes	
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.
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 11** Critical and integrated knowledge of a health, social care or education related area field of study.
Practice: Applied Knowledge and Understanding	**SCQF 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 11** Critical and original responses to contemporary issues or problems.
Communication, ICT and Numeracy Skills	**SCQF 11** Demonstrate a wide range of complex and expert communication. Demonstrate ICT and numeric skills.
Autonomy, Accountability and Working with Others	**SCQF 11** Demonstrate considerable autonomy and initiative in all professional activities.

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 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** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	12
Personal Development Plan	6
Asynchronous Class Activity	18
Independent Study	164
n/a	
n/a	
TOTAL	200

Indicative Resources

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)

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:

100% attendance is expected in this module. If your attendance falls below 80%, you will be contacted, in adherence to the 24/25 UWS Student Attendance and Engagement Procedure, and may be asked to agree a re-engagement support plan.

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.

This module is appropriate for all students. 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. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. In line with the Equality Act 2010 and UWS Refreshed Equality Outcomes 2021 - 2025 Public Sector Equality Duty Mainstreaming and Equality Outcomes Report 2021 (uws.ac.uk) (pp. 37 - 39) the School of Health and Life Sciences encourages the disclosure of support requirements, including disability, at the recruitment stage and throughout the duration of the module. Emphasis is placed on confidentiality of information, the benefits of disclosure, and that no detriment to progress will be experienced. The School will endeavour to make reasonable adjustments to teaching and

learning approaches and arrangements for assessment, and (when applicable) periods of placement, where appropriate.

All learning materials, activities and scenarios will utilise a diverse range of patients to reflect the diversity of students.

Professional programmes have Standards of Proficiency which detail the knowledge, skills and understanding required to be met to permit professional registration to be able to practise safely and effectively in the profession. As an education provider for this professional programme, UWS is not able to adjust these standards. However, we can make reasonable adjustments to assist students in meeting these standards.

(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	**Adult Nursing Community 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	Community and Health
Moderator	Emma Gilmer
External Examiner	H Gray
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	3

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
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.
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