

## Assessing in the Community (Core, new module)

University of the West of Scotland  
Module Descriptor

Session: 2023/24

Last modified: 07/02/2024

Status: Proposal

<b>Title of Module: Assessing in the Community</b>			
<b>Code:</b>	<b>SCQF Level: 11</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 10</b>	<b>ECTS: 5</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Health and Life Sciences		
<b>Module Co-ordinator:</b>	Susie Gamble		
<b>Summary of Module</b>			
<p>The module is designed to prepare nurses for the senior / specialist role in a range of integrated community settings. The module aims to enhance the students existing theory and practice enabling them to develop skills in person-centred assessment to provide safe and effective person-centred care to people with complex health and care needs.</p> <p>This module is underpinned by NHS Education for Scotland Career Framework (NES, 2017) and the vision of the Transforming Nursing Roles vision in Scotland. It will facilitate the student's ability to use a range of clinical assessment skills including the ability to undertake a structured history-taking and appropriate clinical assessment to consider possible diagnosis and make a clinical decision.</p> <p>Students will develop a critical understanding of their role in improving professional practice within the health and social care landscape and leading care for people within their scope of competence in area of practice. The module will develop knowledge and skills in areas including frailty, palliative care and wound care.</p>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>HybridO</b>	<b>Work-based Learning</b>
		✓			
<p><b>Face-To-Face</b> Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p><b>Blended</b> 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</p> <p><b>Fully Online</b> 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.</p> <p><b>HybridC</b> Online with mandatory face-to-face learning on Campus</p> <p><b>HybridO</b> Online with optional face-to-face learning on Campus</p> <p><b>Work-based Learning</b> Learning activities where the main location for the learning experience is in the workplace.</p>					

Campus(es) for Module Delivery						
The module will <b>normally</b> 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)	
<p>On successful completion of this module the student will be able to:</p> <p>L1. Critically examine how the integration of health and social services enables the delivery of care within their own field of practice.</p> <p>L2. Critically apply a person centred approach to assessment and decision making which underpins holistic practice.</p> <p>L3. Critically explore the role of the senior / specialist nurse in leading care of person with complex needs</p>	
Employability Skills and Personal Development Planning (PDP) Skills	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF Level 11.</p> <p>Raising critical understanding of the integrated contemporary health and social care context.</p> <p>Developing a detailed knowledge and understanding of the role of the Senior / Specialist community nurse practitioner within the wider integrated health and social care context.</p> <p>Comprehensive understanding of the specialist knowledge required for safe and effective practice within one's own area of practice.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11.</p> <p>Developing a range of professional skills in assessing, planning and implementing evidence based practice in relation to nursing within one's own area of practice.</p> <p>Demonstrating an applied knowledge of the context in which one's own role is relevant to integrated health and social care provision to individuals, families, and communities across the partnership.</p>
Generic skills Cognitive	<p>SCQF Level 11.</p> <p>Dealing with complex issues and problems as they arise and making informed judgements in the absence of incomplete data.</p> <p>Developing creative responses to problems and contributing to strategies to promote health and well-being in people, families and communities</p>

Communication, ICT and Numeracy Skills	SCQF Level 11. Using a wide range of skills to communicate with people, families and communities who have different levels of knowledge and expertise. Demonstrating an ability to use a range of information, communication and digital technologies required for the wider integrated health and social care context.	
Autonomy, Accountability and Working with others	SCQF Level 11. Demonstrating professionalism, accountability and compassion to people, families and communities, respecting equality and diversity across the integrated health and social care context. Critically reviewing one's own knowledge of professional autonomy, accountability, and regulation issues in relation to working in the role of Senior / Specialist Nurse.	
<b>Pre-requisites:</b>	Before undertaking this module, the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\* Indicates that module descriptor is not published.

<b>Learning and Teaching</b>		
<p>This module will be delivered online utilising a range of digitally enabled interactive learning activities on the Social Virtual Learning Environment, Aula. Students will take part in a range of on-line student centred activities with experienced lecturers and student peers, via the VLE. A blend of synchronous, online interactive workshops and asynchronous online learning activities will be facilitated.</p> <p>Students will be encouraged to become active learners and participate in individual, and group based learning activities.</p>		
<b>Learning</b>	<b>Activities</b>	<b>Student Learning Hours</b>
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:		(Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
	Tutorial/Synchronous Support Activity	18
	Personal Development Plan	6
	Independent Study	76
		100 Hours Total
<b>**Indicative Resources: (e.g. Core text, journals, internet access)</b>		
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Chilton, S. and Bain, H. (ed.) (2018) A Textbook of Community Nursing 2nd Edn. Abingdon: Taylor and Francis</p>		

Innes, A., Dover, A. and Fairhurst, K. (ed.) (2018) Macleod's Clinical Examination, 14th edn. London: Elsevier

(\*\*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](#)

### Supplemental Information

<b>Programme Board</b>	Adult Nursing and Community Health
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	Adult Nursing and Community Health (Community and Health)
<b>Moderator</b>	Pamela Young
<b>External Examiner</b>	Lorna Hollowood
<b>Accreditation Details</b>	
<b>Changes/Version Number</b>	2

### Assessment: (also refer to Assessment Outcomes Grids below)

Digital Presentation. 100% Weighting.

(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.)

<b>Component 1</b>					
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Presentation	✓	✓	✓	100	0
<b>Combined Total For All Components</b>				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, and adjustment to assessment practice will be provided in accordance with UWS policy and regulations. Where modules require practical learning or assessment, alternative formats and/or roles will be provided for students with physical disabilities which impact participation.  
[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)