Module Descriptor

Title	Assessing in the Community		
Session	2026/27	**Status**	Published
Code	NURS11164	**SCQF Level**	11
Credit Points	10	**ECTS (European Credit Transfer Scheme)**	5
School	**Health and Life Sciences**		
Module Co-ordinator	Susie Gamble		

Summary of Module

The module is designed to prepare practitioners 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.

This module is underpinned by the NHS Education for Scotland (NES) Nursing, Midwifery and Allied Health Professions Development Framework (NES, 2025) 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.

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 and palliative care.

Module Delivery Method	**On-Campus**[1] ☐	**Hybrid**[2] ☐	**Online**[3] ☒	**Work -Based Learning**[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London	☒ Online / Distance Learning	

[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

			☐ Paisley		☐ 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	☐

Learning Outcomes	
L1	Critically examine how the integration of health and social services enables the delivery of care within their own field of practice.
L2	Critically apply a person centred approach to assessment and decision making which underpins holistic practice.
L3	Critically explore the role of the senior / specialist practitioner in leading care of person with complex needs.
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** Raising critical understanding of the integrated contemporary health and social care context. Developing a detailed knowledge and understanding of the role of the Senior / Specialist practitioner within the wider integrated health and social care context. Comprehensive understanding of the specialist knowledge required for safe and effective practice within one's own area of practice.
Practice: Applied Knowledge and Understanding	**SCQF 11** Developing a range of professional skills in assessing, planning and implementing evidence based practice within one's own area of practice. 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.
Generic Cognitive skills	**SCQF 11** Dealing with complex issues and problems as they arise and making informed judgements in the absence of incomplete data. Developing creative responses to problems and contributing to strategies to promote health and well-being in people, families and communities.
Communication, ICT and Numeracy Skills	**SCQF 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 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 Practitioner.

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 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. Students will be encouraged to become active learners and participate in individual, and group based learning activities.	
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)
Tutorial / Synchronous Support Activity	18
Personal Development Plan	6
Independent Study	76
n/a	
n/a	
n/a	
TOTAL	100

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Chilton, S. and Bain, H. (ed.) (2025) A Textbook of Community Nursing. 3nd Edn. Abington: Routledge

Dover, A.R., Innes, J.A. and Fairhurst, K. (ed.) (2023) Macleod's Clinical Examination. 15th 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)

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:

The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live online classes and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live online classes. We may reach out to check how things are going and offer support if we observe that you have not been attending online sessions or completing online activities.

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, activieis and scenarios will utilise a diverse range of patients to reflect the diversity of students.

(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	Pamela Young
External Examiner	L Hollowood
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	4

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Digital Group Presentation 100% Weighting.
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**
Presentation	☒	☒	☒	☐	☐	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
Minor word change to learning outcome to increase recruitment potential.	29 Jan 2026	Susie Gamble