

## University of the West of Scotland

## Module Descriptor

Session: 23-24

<b>Title of Module: First Steps to Nurisng</b>			
<b>Code: LLNG07002</b>	<b>SCQF Level: 7 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Health and Life Sciences		
<b>Module Co-ordinator:</b>	Amanda Carson		
<b>Summary of Module</b>			
<p>This module will enable students to prepare themselves for successfully making the transition into pre- registration nurse education. Through a variety of learning activities and practical exercises the module aims to promote the development of key academic and study skills that are necessary for undergraduate study related to nursing.</p> <p>Focusing on a health-related topic, students will be encouraged to develop skills in accessing, utilising and referencing a wide range of evidence sources. During the module they will be required to enhance their essay writing skills, develop learning strategies and work with others effectively.</p> <p>Students will also be provided with opportunities to use information and communication technology to support their learning and to improve their competency in foundational numeracy.</p> <p>The module is suitable for students who have already applied for pre-registration nursing or are interested in undertaking some preparatory study prior to deciding whether to apply or not. If students are just short of the University general entry requirements for pre-registration nursing this module may assist. However, it is not an access module and does not provide direct entry to degree level programmes.</p>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

<b>Campus(es) for Module Delivery</b>						
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Add name
<b>Term(s) for Module Delivery</b>						
(Provided viable student numbers permit).						
Term 1	<input type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>	
<b>Learning Outcomes: (maximum of 5 statements)</b> These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:						
L1	Develop key undergraduate study skills.					
L2	Become familiar with university systems and processes.					
L3	Support student transition onto degree level pre-registration nurse education programmes.					
<b>Employability Skills and Personal Development Planning (PDP) Skills</b>						
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:					
Knowledge and Understanding (K and U)	<b>SCQF Level 7</b> Knowing a range of strategies that facilitate learning. Accessing primary and secondary sources of evidence and utilizing these to support or refute points being made					
Practice: Applied Knowledge and Understanding	<b>SCQF Level 7</b> Reflecting on personal experience and identifying learning needs within the context of given situations. Implementing a strategy designed to address the demands of the module and meet their learning needs.					
Generic Cognitive skills	<b>SCQF Level 7</b> Beginning to develop a problem-solving approach to learning					
Communication, ICT and Numeracy Skills	<b>SCQF Level 7</b> Communicating effectively and appropriately in speech and writing. Demonstrating key skills in numeracy, literacy and ICT					

Autonomy, Accountability and Working with others	SCQF Level 7 Taking responsibility for identifying and addressing personal learning goals using available resources.	
<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>	No prerequisites to undertaking this module
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

<b>Learning and Teaching</b>	
<b>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.</b>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	1
Asynchronous Class Activity	120
Independent Study	79
Tutorial/Synchronous Support Activity	0* <i>this may change but students have signed up to a distance learning module</i>
	Hours Total 200
<b>**Indicative Resources: (eg. Core text, journals, internet access) on next page</b>	

**\*\*Indicative Resources: (eg. Core text, journals, internet access)**

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

Some of these books appear to be quite dated but they have all been checked and are current in 2024. These are all offered in the university's library one search and are available as online resources.

- Boyd, L. (2014) *Study skills for nurses*. Chichester: Wiley Blackwell.
- Cottrell, S. (2019) *The study skills handbook* 5th ed. London: Red Globe Press
- Davison, N. (2020) *Numeracy and clinical calculations for nurses* 2<sup>nd</sup> ed. Banbury: Lantern Publishing.
- Day, T. (2023) *Success in academic writing*. 3<sup>rd</sup> ed. Basingstoke: Palgrave MacMillan (please note that at the time of checking these resources the version of this book available as online resources is the 2<sup>nd</sup> ed published in 2018).
- Jasper, M. (2013) *Professional development, reflection and decision-marking in nursing and health care*. 2nd ed. Chichester UK, Wiley-Blackwell.
- Pears, R and Shields, G.J. (2022) *Cite them right: the essential referencing guide*. 12th ed. London: Bloomsbury Academic (please note that at the time of checking these resources the version of this book available as online resources is the 11<sup>th</sup> ed published in 2019). More recent versions are available in the library.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(\*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:

Engagement with the Aula platform which is assessed through the engagement tab on journey. As students may participate in whatever way they like, as long as they have some sort of engagement with aula this is acceptable.

<b>Equality and Diversity</b>
<p>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: <a href="#">UWS Equality, Diversity and Human Rights Code</a>.</p> <p>The University's Equality, Diversity and Human Rights Procedure has been accessed and as potential nursing students there is an expectation that staff and students comply with relevant legislation, especially the following legislation: Equality Act 2010, the Human Rights Act 1998, the Further and Higher Education (Scotland) Act 2005 and the Mental Health (Care and Treatment) (Scotland) Act 2003</p>
(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

<b>Divisional Programme Board</b>	Adult division
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	BSc Pre-registration Adult Nursing Programme
<b>Moderator</b>	Lynne Carmichael
<b>External Examiner</b>	Marion Rice
<b>Accreditation Details</b>	No accreditation is offered
<b>Changes/Version Number</b>	1.1 (Reviewed descriptor, changed to Distance Learning and updated references)

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
<p>This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).</p> <p><b>NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.</b></p> <p>Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc ) and keep the detail for the module handbook. <a href="#">Click or tap here to enter text.</a></p>

The module is summatively assessed using two pieces of work. This equates to 2500 words in total.

### **Component 1 (Assessment 1)**

A 1,500 word essay focused on the student's chosen health topic which should contain references and is worth 100% of the module mark.

**Component 2 (Assessment 2)** is a critical reflective account of 1,000 words which must be submitted to pass the module overall.

### **More details of the assessments are below:**

#### **Assessment 1**

A 1,500 word essay focused on the student's chosen health topic consisting of the following requirements:

- An introduction
- A discussion regarding the chosen health topic in relation to two or three specified themes
- Consideration of the relevance of the discussion above to a nursing student
- A conclusion

The essay must be supported by a suitable range of credible and relevant sources. This assessable component is worth 100% of the overall mark and is reflected in the module's grade.

#### **Assessment 2**

A critical reflective account of 1,000 word review of their educational learning progress throughout the module.

This requires to be explicitly linked to the module learning outcomes and must be submitted to pass the module overall.

(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.

**Please see Assessment Outcome Grids on page 7:**

(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.)

<b>Diet</b>	<b>Term</b>	<b>Date of submission</b>	<b>Time</b>	<b>SAB</b>
1 <sup>st</sup> diet	Term 3	Thursday 11th July, 2024	before 9am	Term 1
2 <sup>nd</sup> diet	Term 1	October 2024 (date to be confirmed but likely to be around week 7 of term 1).	9am	Term 2
3 <sup>rd</sup> diet***	Term 2	date to be confirmed but likely to be around week 7 of term 2	9am	Term 3

\*\*\*please note that I have never known a 3<sup>rd</sup> diet for the module.

**Assessment Outcome Grids (See Guidance Note)**

Assessment Type	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Component 1	✓	✓	✓	100%	0

Assessment Type	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Component 2	✓	✓	✓	0%	0
<b>Combined Total for All Components</b>				<b>100%</b>	<b>0 hours</b>

**Change Control:**

What	When	Who
Further guidance on aggregate regulation and application when completing template.	16/01/2020	H McLean
Updated contact hours.	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure.	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided.	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

**Version Number: MD Template 1 (2023-24)**