

University of the West of Scotland

Module Descriptor

Session: 2023/24

Last modified: 12/02/2024

Status: Published

Title of Module: Academic Skills Development

Code: NURS07039	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Shona Hynd		

Summary of Module

The purpose of this module is to introduce students to the University's systems and resources to promote academic and scholarly development. Students beginning University life are confronted with an array of learning platforms and eLearning tools that can be daunting and this module introduces these resources as well as introducing them to the rigour of academic study.

Students will explore, reflect on and develop their academic and graduate skills of finding, searching and begin to appraise evidence; critical thinking; academic writing; digital health and digital literacy/skills and presentation skills. These skills will support the student as they undertake Part 1 modules and progress throughout their degree.

The module will span three academic terms in part 1 of the programme and a key element in this introductory module is the role of the personal tutor. The personal tutor will work with students to enhance support and foster a sense of belonging to a peer group where their individual academic needs can be addressed.

- The module will support students to be digitally ready facilitated by engagement with NES Technology Enabled Care module.

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. Use a range of IT and communication skills to gather, analyse and present evidence in different forms.
- L2. Demonstrate development of abilities in critical reflection and self-evaluation.
- L3. Recognise own development needs in relation to graduate attributes.
- L4. Use e-portfolio to evidence academic development and explore next steps in academic, professional and personal development.

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 7. A range of strategies and approaches to study that facilitate learning. Critical thinking.

Practice: Applied Knowledge and Understanding	<p>SCQF Level 7.</p> <p>Reflecting on personal experience and identifying learning needs within the context of given situations.</p> <p>Implementing strategies designed to address the demands of the modules in the programme and meet their learning needs.</p> <p>Understanding how knowledge from evidence links to practice development.</p> <p>Understanding the link between professionalism and graduate attributes.</p>	
Generic Cognitive skills	<p>SCQF Level 7.</p> <p>Beginning to develop a problem-solving approach to learning.</p> <p>Developing a questioning approach to the appraisal of evidence.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 7.</p> <p>Communicating effectively and appropriately in speech and writing.</p> <p>Demonstrating key skills in numeracy and literacy.</p> <p>Developing digital literacy and IT skills to support learning and professional practice.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 7.</p> <p>Taking responsibility for identifying and addressing personal learning goals using available resources.</p> <p>Recognising the importance of and responsibility and accountability associated with being an effective team member.</p> <p>Accepting and providing constructive feedback to promote learning in self and others.</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching

Teaching on this module relies heavily on a tutorial-based approach whereby students are encouraged to work in small groups to develop their skills facilitated by their personal tutor. Students are encouraged as the year progresses to become more independent in their learning and to identify and address their own learning needs, making use of the range of supports that are available, both within the programme and in the wider University. The learning and teaching strategies on this module contribute to the development of UWS graduate attributes as outlined in I am UWS, specifically the completion of the portfolio develops skills in critical thinking, self-reflection, collaboration, problem-solving, and communicating effectively.

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	10
Tutorial/Synchronous Support Activity	10
Workshop	6
Personal Development Plan	10
Asynchronous Class Activity	48
Independent Study	116
	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:

Bottomley J., Prymachuk S., (2017) Academic Writing and Referencing for your Nursing Degree [Core text]

Day, T. (2018) Success in academic writing. 2nd Ed. Basingstoke: Palgrave MacMillan.

Pears, R. and Shields, G. (2019) Cite them right: the essential referencing guide. 11th rev. edn. London: Red Globe Press.

Van Emden, J. (2016) Presentation skills for nurses. 3rd ed. Basingstoke: Palgrave MacMillan.

(**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

Programme Board	Adult Nursing & Healthcare
Assessment Results (Pass/Fail)	Pass/Fail
Subject Panel	BSc Pre-registration Adult Nursing Programme
Moderator	Betty Scholes
External Examiner	M Carter
Accreditation Details	

Changes/Version Number	1.06 Change to module moderator summary of module updated, assessment details revised
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Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
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Assessment: (also refer to Assessment Outcomes Grids below)

The Summative Assessment requires students to submit a completed written Evidence of Learning Template and action plan which demonstrates the development of academic skills over the course of Year One.

A percentage grade will not be applied as this is a Pass/Fail Assessment which will be marked in accordance with the module marking rubric.

(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.)

Workbook/ Laboratory notebook/ Diary/ Training log/ Learning log	✓	✓	✓	✓	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):

- More than one assessment method can be used to assess individual learning outcomes.
- 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

This module is appropriate for all students. 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 a student has disclosed specific requirements. **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)