Module Descriptor

Title	Academic Skills Development		
Session	2024/25	**Status**	
Code	NURS07039	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	
School	**Health and Life Sciences**		
Module Co-ordinator	S 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	On-Campus[1] ☐	Hybrid[2] ☐	Online[3] ☒	Work -Based Learning[4] ☐

[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

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 ☒

Learning Outcomes	
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.
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 7 A range of strategies and approaches to study that facilitate learning and critical thinking
Practice: Applied Knowledge and Understanding	SCQF 7 Reflecting on personal experience and identifying learning needs within the context of given situations. Implementing strategies designed to address the demands of the modules in the programme and meet their learning needs. Understanding how knowledge from evidence links to practice development. Understanding the link between professionalism and graduate attributes.
Generic Cognitive skills	SCQF 7 Beginning to develop a problem-solving approach to learning. Developing a questioning approach to the appraisal of evidence.
Communication, ICT and Numeracy Skills	SCQF 7 Communicating effectively and appropriately in speech and writing.

	Demonstrating key skills in numeracy and literacy.
	Developing digital literacy and IT skills to support learning and professional practice.
Autonomy, Accountability and Working with Others	**SCQF 7** Autonomy, Accountability and Working with others Taking responsibility for identifying and addressing personal learning goals using available resources. Recognising the importance of and responsibility and accountability associated with being an effective team member. Accepting and providing constructive feedback to promote learning in self and others. Pre-requisites: Before undertaking this module the student should have undertaken the following:

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.   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 e-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** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	10
Tutorial / Synchronous Support Activity	10
Laboratory / Practical Demonstration / Workshop	6
Personal Development Plan	10

Asynchronous Class Activity	48
Independent Study	116
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Aveyard, H. Sharp, P. and Woolliams, M (2015) A Beginners Guide to Critical Thinking and Writing in Health and Social Care 2nd Edition. Maidenhead: Open University Press, 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.
(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 <u>Student Attendance and Engagement Procedure</u>, 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:** Attending monthy tutorials in line with module timetable.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: <u>UWS Equality, Diversity and Human Rights Code.</u> 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)

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	Adut Nursing
Moderator	Betty Scholes
External Examiner	Michelle Carter
Accreditation Details	Core module for completion of year one
Module Appears in CPD catalogue	☒ Yes ☐ No
Changes / Version Number	1:07

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
The Summative Assessment requires students to submit a completed written Evidence of Learning Template 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.
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**
Workbook	☒	☒	☒	☒	☐	100	20

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%	20 hours

Change Control

What	When	Who