Title of Module: Work related Learning 1

Code: NURS08040	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Bryan Mitchell		

Summary of Module

This work-related learning module will provide students an opportunity to develop and improve their communication skills and ability to manage relationships within the workplace. Students will reflect on their interaction with others recognising how communication and working in partnership is vital to empower the people, families and groups who use and provide health and social care services. Two key elements throughout this module are group work, and empathic learning.

Through the experience of facilitated group work activities students will appraise the role they play as part of an integrated team to improve the outcomes of people or service, from adverse range of backgrounds. Through reflection students will appreciate the necessity for self-awareness, empathy and self-confidence to promote public trust.

Students will review their professional and career development in relation to their current local and national literature.

As a result, the module will support students to develop a number of characteristics which contribute to the UWS Graduate Attributes of:

'UNIVERSAL'- inquiring, emotionally intelligent, ethically-minded, culturally aware, collaborative;

'WORK-READY'- knowledgeable, problem solver, effective communicator;
'SUCCESSFUL'- autonomous, creative, imaginative, resilient and driven.

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	
Pre-requisites:		Before undertaking this module the student should have undertaken the following:			

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

L1. Demonstrate the ability to respect diversity through working in partnership to enable and empower others.

L2. Appraise the impact of their own communication and ability to manage relationships when working in an integrated health and social care service.

L3. Reflect on their own personal and career development within the workplace in relation to their current local and national evidence and legislation.

L4. Evaluate learning and development experienced through participation in facilitated group work activities.

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 8. Demonstrate a broad knowledge and understanding of the impact of communication on managing relationships and service delivery.
Practice: Applied Knowledge and Understanding	SCQF Level 8. Develop an understanding of the breadth and depth of the roles within health and social care through sharing practice experiences within facilitated group enviroment.
Generic Cognitive skills	SCQF Level 8. Use evidence based approaches to develop communication skills and an ability to manage relationships.

Communication, ICT and Numeracy Skills	SCQF Level 8. Use and identify a range of communication skills when working with people who use services, including families, carers and colleagues. Understand the importance of IT processes when supportting the delivery of safe and effective care/support.
Autonomy, Accountability and Working with others	SCQF Level 8. Adopt legal and ethical principles in the delivery of safe and effective care/support services. Promote public trust through respect for people from a wide range of backgrounds and cultures Generic Health & Social Care, PDP and Life Skills:- • Adopt partnership approaches with colleagues, people who use services,families and carers. • Seek to continuously improve their work with people who use services and theircarers • Articulate and justify their decision making process when providing care/supportwithin a care environment.

	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching	
A large portion of the learning in this module occurs from reflecting on previous work or voluntary experiences, preferably from within a health and social care setting. Whilst this is not mandatory, we encourage this because of the wider nature and context of the programme. Across the module, students will participate in a range of activities including Pre-recorded lecture materials, Tutorials, Workshops and facilitated Groupwork activities. Students will have access to direct individual and group academic support with module tutors on an ongoing basis throughout the facilitated groupwork sessions, where we also provide signposting to the careers and academic skills teams within the university.	
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	
Tutorial/Synchronous Support Activity	36
Laboratory/Practical Demonstration/Workshop	
Asynchronous Class Activity	72
Personal Development Plan	12
Independent Study	80
	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:

There are no essential core reading materials for this module. However, the following reading list is recommended to support the content of this module and its learning outcomes:

Burnard, A (Ed) (2011) Key Themes in Health and Social Care. London. Routledge

Koubel G & Bungay, H (Eds) (2012) Rights, Risks and Responsibilities. Interprofessional working in Health and Social care. Hampshire: Palgrave MacMillan

Pears, R & Shields, G. (2019) Cite them Right. The Essential Referencing Guide. London, MacMillan International

Scottish Social Services Council (2014) The Framework for Continuous Learning in Social Services. Dundee:
Scottish Social Services Council

Scottish Social Services Council (SSSC) www.sssc.uk.com

Social Care Institute for Excellence (SCIE) www.scie.org.uk

Koubel G & Bungay, H (Eds) (2009) The challenge of Person-centred Care. An Interprofessional Perspective. Hampshire: 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

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: Attendance for this module is in alignment with the universities academic engagement and attendance procedure located at: https://www.uws.ac.uk/media/4153/academic-engagement-and-attendanceprocedure.pdf

Supplemental Information

Programme Board	Mental Health Nursing & IP
Assessment Results (Pass/Fail)	No
Subject Panel	MHN&IP L7-8
Moderator	B Scholes
External Examiner	G. Truscott
Accreditation Details	

Changes/Version Number	2.10
	Minor changes to the module summary.
	minor changes to the learning and teaching section, and change to allocated hours.
	Added in new section on equality and diversity which is mirrored across the programme.
	added in sentence into attendance requirements section, just aligning with the academic engagement policy.

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment Component 1 (30% of overall module mark)   Summative Assessment - Reflective Report on group working
Assessment Component 2 (70% of overall module mark)   Summative Assessment - Reflective Report on work-related critical incident
(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.)

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
Report of practical/ field/ clinical work				✓	30	0

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Report of practical/ field/ clinical work	✓	✓	✓		70	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):
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
Equality and diversity is at the heart of the module – recognising that this is key to the student experience within the module. Through the hybrid approach taken the module is inclusive and supports the belief of fairness and equal opportunities across the teaching and learning, assessment, and evaluation processes within the module. This is further supported by any anticipatory adjustments and additional flexibility that is required to ensure accessibility of the module. All students are encouraged to disclose disability and any specific individual needs is given consideration by the module team. To ensure the module is responsive to the demand for equality and diversity UWS Equality and Diversity Policy is a key driver in the ethos of teaching and learning processes within the module 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)