Title of Module: Assessment and Enablement			
Code: NURS08041	**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 is an exploratory module that adopts a scenario-based learning approach. As part of the module, a variety of health and social care scenarios from a diverse range of services are explored where students hypothetically adopt a role within these scenarios to explore the role of the integrated health and social care teams approach to assist the person using services to develop personal outcomes. Students will work in small groups throughout the module and develop their skills in communication and team working in order to empower and enable the person they are supporting. Students will develop their confidence and skills of, assessment, planning, and evaluating person-centred care/support in relation to current evidence. Central to the module will be a focus on promoting well-being, anticipatory care and support for self-management. Students will develop a respect for diversity through working as part of a team with their fellow students. As a result, the module will support students to develop a number of characteristics which contribute to the UWS Graduate Attributes of 'UNIVERSAL'-critical thinking, analytical, inquiring, culturally aware, emotionally intelligent, ethically-minded, collaborative, research minded and socially responsible; 'WORK-READY'-knowledgeable, digitally literate, problem solver, effective communicator, motivated, potential leader; AND 'SUCCESSFUL'- innovative, creative, imaginative, resilient and daring, driven and transformational.

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. Understand the importance of ensuring the person is at the centre of the support provided by being able to adopt a personal outcomes approach to support people who require services.
L2. Use appropriate evidence-based solutions to support their decision-making to keep people who require services safe and supported.
L3. Explore the concepts of partnership working and multi-agency working, enablement and empowerment for self-management.
L4. Understand the importance of working collaboratively as a group to problem solve and identify solutions.

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 of the principles of safe and effective care in a variety of settings.
Practice: Applied Knowledge and Understanding	SCQF Level 8. • Adopt the principles of evidence based practice in health and social care. • Describe a variety of collaborative assessment processes in health and social care settings. • Adhere to the requirements of legislation in relation to working with diverse and/or vulnerable groups.
Generic Cognitive skills	SCQF Level 8. • Develop a range of problem solving and care delivery skills in response to individual, group and community needs.
Communication, ICT and Numeracy Skills	SCQF Level 8. • Use a broad range of communication, numerical and IT skills to present their findings on how students can support the delivery of safe and effective care/support. • Analyse and use statistical data to support rationales and evidence-based approaches to care/support.
Autonomy, Accountability and Working with others	SCQF Level 8. • Adopt professional, legal and ethical principles in the delivery and delegation of safe and effective care/support. • Demonstrate an ability to contribute to service provision as an effective

	member of the care/support team.	
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	

The learning for this module will mostly occur through group problem based learning scenarios. Group exploration of the scenarios will be facilitated through the module virtual learning environment. In addition to this students will participate in a range of activities including pre-recorded lectures and discussion.

A problem-based approach to learning will be used in this module in order to help students to facilitate the development of an integrated perspective in relation to identifying personal outcomes for a diverse range of people using services.

Problem-based learning enables clear learning objectives to be set in relation to the development of the student's knowledge, skills and attitudes. Constructive feedback is a key element in problem-based learning. Promoting 'learning by doing' also involves enabling students to evaluate the process of learning and to gradually assume responsibility for identifying their own learning needs.

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	
Laboratory/Practical Demonstration/Workshop	36
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:
Core Text:
Cook A, & Miller E. (2012) Talking Points. Personal Outcomes Approach. Edinburgh: Joint Improvement Team

Lloyd, M. (2010) A Practical Guide to Care Planning in Health and Social Care. Maidenhead: Open

University Press

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

Kemshall, H. And Wilkinson, B. (Eds) (2011) Good Practice in Assessing Risk Current Knowledge, Issues and Approaches. Philadelphia PA: Jessica Kingsley Publishers

Koubel G & Bungay, H (Eds) (2009) The Challenge of Person-Centred Care. An Interprofessional Perspective. Hampshire: Palgrave MacMillan.

Koubel G & Bungay, H (Eds) (2012) Rights, Risks and Responsibilities. Inter-professional Working in Health and Social Care. Hampshire: Palgrave MacMillan

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

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

(**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	Mental Health Nursing & IP
Assessment Results (Pass/Fail)	No
Subject Panel	MHN&IP L7-8
Moderator	Anna Jack-Waugh
External Examiner	
Accreditation Details	
Version Number	1.14

Assessment: (also refer to Assessment Outcomes Grids below)

Assessment component 1

Summative Assessment
Group problem solving scenarios. (40% weighting)

Assessment Component 2
Summative Assessment Case Assessment of a Scenario. (60% weighting)
(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			✓	✓	40	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	
Case study	✓	✓			60	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)