

University of the West of Scotland

Module Descriptor

Session: 2023/24

Title of Module: Promoting Positive Outcomes			
Code: NURS08058	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 30	ECTS: 15 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Laura Jackson		
Summary of Module			
<p>This module focuses on health promotion within the context of long-term conditions, emphasising strategies for behaviour change and person-centred approaches to care.</p> <p>Students will explore theories of health promotion and learn practical interventions to support behaviour change on an individual level. They will develop assessment skills tailored to long-term conditions like coronary heart disease, chronic obstructive pulmonary disease, diabetes, HIV, and alcohol-related liver disease, prioritising nursing and self-care interventions based on holistic nursing assessment.</p> <p>Key themes include person-centred care, communication, health promotion and behaviour change.</p>			

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

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) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) 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	Demonstrate assessment skills related to an individual's physical, mental, cognitive, behavioural, social and spiritual needs and prioritise appropriate nursing interventions.
L2	Discuss how safe, effective, person-centred care can be achieved.
L3	Examine strategies for the screening, assessment, monitoring and management of health conditions.
L4	Discuss contemporary approaches to health promotion and behaviour change.
L5	Demonstrate evidence of achievement of the required standards of proficiency associated with your professional discipline.

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 Exploring and critically analysing knowledge and understanding of a range of health conditions and health improvement strategies.
Practice: Applied Knowledge and Understanding	SCQF Level 8 Applying knowledge and understanding to health assessment and quality improvement utilising a partnership approach.

Generic Cognitive skills	<p>SCQF Level 8</p> <p>Critical analysis and decision-making skills related to the selection and evaluation of a range of evidence-based approaches within contemporary healthcare practice.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 8</p> <p>Effective communication skills with a range of service users and health professionals.</p> <p>Analysing data to appraise evidence-based research. Conveying and processing complex information to a range of audiences with particular focus on service users, carers and their families.</p> <p>Demonstrating competence in a range of ICT applications and digital technologies in multiple contexts including clinical practice and personal learning.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 8</p> <p>Increasing communication skills in multidisciplinary team working and partnership working.</p> <p>Acknowledging and practicing personal responsibility for professional conduct whilst working within legal, ethical and professional frameworks.</p> <p>Exercising relevant levels of autonomy and initiative in professional role as a student nurse.</p> <p>Demonstrating an understanding of the importance of working with others across professions, agencies and third sector providers.</p> <p>Involving people, their carers and families, in all aspects of their health and social care.</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	
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.	
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	6
Laboratory/Practical Demonstration/Workshop	36
Tutorial/Synchronous Support Activity	12
Asynchronous Class Activity	18
Personal Development Plan	6
Practice Based Learning	360
Independent Study	62
	Hours Total 500
**Indicative Resources: (e.g. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Ellis, P., Standing, M., and Roberts, S. (2020) Patient Assessment and Care Planning in Nursing, 3rd Ed. London: Learning Matters.</p> <p>Pears, R. and Shields, G., 2022. Cite them right. London: Bloomsbury Publishing</p> <p>Price, B., 2019. Delivering person-centred care in nursing. Delivering Person-Centred Care in Nursing. London: Learning Matters</p> <p>Wills, J. and Naidoo, J. (2023) Foundations of Health Promotion. 5th Ed. Amsterdam: Elsevier</p>	
(**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:

100% attendance in Practice Placement areas is required by the end of the programme to meet NMC requirements. In this module students may be assessed if at least 70% of the practice learning experience is met.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

This module is appropriate for all students.

To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessments (where appropriate). In line with the Equality Act 2010 and UWS Equality Outcomes 2021-2025, Public Sector Equality Mainstreaming and Equality Outcomes Report (pp. 37-39) the School of Health and Life Sciences encourages disclosure of support requirements including disability, at the recruitment stage and throughout the duration of the module.

Emphasis is placed on the confidentiality of this 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 periods of placement, where a student has disclosed specific requirements.

This module has a practice placement element and takes account of the Nursing and Midwifery Councils policy on reasonable adjustments, in particular section 23:

“There are some things the [Equality] Act does not require us to make adjustments for. The Act makes it clear that it is not discriminatory to apply competence standards (which include our Code, our revalidation and our education standards) to a disabled person. As a professional regulator responsible for protecting the public, it would not be right for us to adjust these standards. However, we can make reasonable adjustments to assist nurses, midwives and nursing associates in meeting our standards.” (NMC, 2019).

The policy is available at:
<https://www.nmc.org.uk/globalassets/sitedocuments/eandd/reasonable-adjustments-policy.pdf>

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Divisional Programme Board	Adult Nursing and Community Health
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	BSc Pre-registration Adult Nursing Programme
Moderator	Claire Bryson
External Examiner	G Cox
Accreditation Details	UWS/NMC
Changes/Version Number	2.05

Assessment: (also refer to Assessment Outcomes Grids below)
Learning Outcomes 2, 3 and 4 will be assessed using an oral presentation. Pass mark 40/100.
Learning Outcomes 1 and 5 are assessed by successful completion of a practice placement as evidenced by Practice Assessment Documentation including achievement of proficiencies 3.4 and 4.5. This component is assessed as pass/fail.
Assessment 1 - Presentation
Assessment 2 – Placement
(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
		X	X	X		100	0

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	X				X	0	0
Combined Total for All Components						100%	0 hours