



## Module Descriptor

<b>Title</b>	Infection Control in Practice		
<b>Session</b>	2024/25	<b>Status</b>	
<b>Code</b>	NURS09030	<b>SCQF Level</b>	9
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	10
<b>School</b>	Health and Life Sciences		
<b>Module Co-ordinator</b>	Stephen Holmes		
<b>Summary of Module</b>			
<p>This theoretical module, delivered online, begins with an overview of how infection control practices have evolved over time, exploring the impact and influence of changing global environmental/cultural/financial perspectives on infection categorisation, prevention, control and monitoring. As the module continues, concepts such as surveillance, audit activity, quality improvement initiatives and research will be introduced, discussed, debated and appraised within the framework of practice enhancement - acknowledging the need to understand and appreciate the wide range of mechanisms available to assist in recognising good quality practice and addressing practice deficits.</p>			
<p>Delivery of core module materials is via VLE: Asynchronous online activities, formative assessment, PDP and independent study will support learning and engagement, and provide opportunity to present, discuss and debate the implications of poor infection control practice, and the mechanisms which can be implemented to promote and enhance effective infection control practice. These mechanisms include education, research, quality improvement approaches and evidence based practice; multi-disciplinary teamwork, leadership and role modelling; clinical governance issues such as international and national political agendas, local policy, risk assessment, resource allocation and management systems, dealing with the media and the public, and managing litigation. The topics studied will reflect current national and international issues in the field of infection control, and which are relevant to the students' area of personal or professional interest.</p>			
<p>As a result, the module will support students to develop characteristics which contribute to the UWS Graduate Attributes of 'UNIVERSAL'-critical thinking&amp;culturally aware; 'WORK-READY'-knowledgeable&amp;problem solving; AND 'SUCCESSFUL'-innovative&amp;transformational.</p>			
<ul style="list-style-type: none"><li>• Assists in the development of enhanced knowledge, understanding and application of infection control principles to support practice at local, national and international levels.</li><li>• Encourages the development of graduate/employability skills such as critical appraisal skills, communication skills (including presentation skills) and ICT skills.</li></ul>			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input type="checkbox"/>	<b>Online<sup>3</sup></b> <input checked="" type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input checked="" type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
<b>Terms for Module Delivery</b>	Term 1 <input type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input checked="" type="checkbox"/>	
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

<b>Learning Outcomes</b>	
<b>L1</b>	Appraise theoretical perspectives which underpin current infection control practice.
<b>L2</b>	Critically analyse the multifarious factors that currently impact on infection control practice.
<b>L3</b>	Critically evaluate infection control practice within health and social care environments.
<b>L4</b>	
<b>L5</b>	

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 9</b> Knowledge and understanding of the theory which underpins current infection control practice. Knowledge and understanding of factors which impact on infection control practice.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 9</b> Interpreting the evidence underpinning current infection control strategies. Evaluating the effectiveness of strategies to control infection.

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

<b>Generic Cognitive skills</b>	<p><b>SCQF 9</b></p> <p>Sourcing relevant information from a range of available resources to inform opinions.</p> <p>Creating arguments for and against current strategies/ approaches for preventing and controlling infection.</p>
<b>Communication, ICT and Numeracy Skills</b>	<p><b>SCQF 9</b></p> <p>Communicating effectively using written and verbal approaches.</p> <p>Retrieving, interpreting and debating the accuracy of epidemiological data.</p> <p>Effectively utilising electronic resources to present and disseminate relevant information.</p>
<b>Autonomy, Accountability and Working with Others</b>	<p><b>SCQF 9</b></p> <p>Working independently and in a team.</p> <p>Taking account of own and others' roles and responsibilities.</p> <p>Seeking guidance and support appropriately to achieve personal goals.</p>

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>	
<p>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.</p> <p>The learning and teaching within this theoretical module is online - with a range of approaches utilised and encouraged to support engagement, develop global citizenship skills, facilitate academic learning in a global context and promote assessment for learning: Online learning activities support the delivery of core materials, through a range of medium, such as discussion, debate, reflection, PDP and portfolio development.</p>	
<b>Learning Activities</b>	<b>Student Learning Hours</b>
<p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>(Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture / Core Content Delivery	12
Asynchronous Class Activity	30
Personal Development Plan	6
Independent Study	152
Please select	
Please select	
<b>TOTAL</b>	<b>200 Hours Total</b>

### Indicative Resources

**The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**

Damani, N.N. (2019) Manual of Infection Control Procedures, London: Greenwich Medical Media Ltd, 4th edition.

Wilson J (2019) Infection Control in Clinical Practice, London: Bailliere Tindall, 3rd edition.

Andersen, B.M. (2019) Prevention and Control of Infections in Hospitals : Practice and Theory, : Springer.

Robinson, S. (ed) (2021) Priorities for Health Promotion and Public Health : Explaining the Evidence for Disease Prevention and Health Promotion, London: Routledge.

In addition to these texts students will be directed to a wide range of international, national and local information to support the module content and learning outcomes.

**(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:**

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:

Completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module.

### 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](#).**

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.

**(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

<b>Divisional Programme Board</b>	<b>Biological Sciences Health</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded

<b>Module Eligible for Compensation</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.
<b>School Assessment Board</b>	Health L7-11
<b>Moderator</b>	Elaine Stevens
<b>External Examiner</b>	Lisa Galloway
<b>Accreditation Details</b>	
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	2.09

<b>Assessment (also refer to Assessment Outcomes Grids below)</b>
<b>Assessment 1</b>
Summative assessment component 1 is practical in nature, requiring students to engage actively in all 6-10 formative assessments across the 10 weeks of teaching and learning of the module – the expectations of these formative assessment activities are detailed in the module handbook and throughout the module materials in the VLE. The range of formative assessment supports low risk/ small scale contribution towards achievement of the 3 module learning outcomes, and as such is weighted 10% of the overall module summative assessment.
<b>Assessment 2</b>
Summative assessment component 2 is an assignment of 3,500 words, in the form of a written 'proposal for change' report. This report requires students to engage in a systematic assessment and evaluation of a chosen aspect of current 'infection prevention and control' practice, to determine its fit with contemporary local, national and international evidence in this field, and to suggest evidence based changes that would enhance current practice. Supporting evidence based practice and encouraging the development of graduate attributes such as critical review skills, this assignment is also particularly relevant to clinical practice in the context of quality improvement. Where a student is not currently working in clinical practice, they may complete this module assessment through reflection on a previous work experience.
<b>Assessment 3</b>
(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.)

<b>Component 1</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Clinical/ Fieldwork/ Practical skills assessment/	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	0

Debate/ Interview/ Viva voce/ Oral							
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<b>Component 2</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Report of practical/ field/ clinical work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90	0

<b>Component 3</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Combined total for all components</b>						100%	0 hours

### Change Control

<b>What</b>	<b>When</b>	<b>Who</b>