



## Module Descriptor

<b>Title</b>	The Proactive Learner		
<b>Session</b>	2024/25	<b>Status</b>	
<b>Code</b>	NURS09228	<b>SCQF Level</b>	9
<b>Credit Points</b>	10	<b>ECTS (European Credit Transfer Scheme)</b>	5
<b>School</b>	Health and Life Sciences		
<b>Module Co-ordinator</b>	C Mafuva		
<b>Summary of Module</b>			
<p>Studying at university can be daunting for those transitioning from college or who have not studied for a number of years. While induction is key to enabling students to transition into their role at university a more proactive approach that embraces student centred pedagogy across the length of the programme of learning is better placed to develop the skills such students require. Within this approach, the focus is on the early and sustained development of the knowledge, skills and understanding that students require to become effective learners and achieve optimal success within their programme of study.</p> <p>The Professional Health Studies programme supports students to become graduates who are universal, work-ready and successful and this module is considered an initial learning experience which will enable them to transition into higher education learning more easily. The module is suitable for all those transitioning from college and for those who are returning to study after a number of years in the workplace and would like to enhance their academic skills.</p> <p>The module includes topics such as maximising effective learning, developing critical thinking and writing skills and using academic literature to support learning. In doing so the module prepares students for further university study and their capability to become knowledgeable critical thinkers who are analytical and inquiring and are able to solve problems.</p> <p>This module is fully theoretical and does not have any placements. It is suitable for all students at beginning of their university learning journey.</p>			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input checked="" 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 checked="" type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input checked="" type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
<b>Terms for Module Delivery</b>	Term 1 <input checked="" type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input 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>	Identify the key enablers of effective learning.
<b>L2</b>	Demonstrate an understanding of how to reference an academic assessment and apply this in practice.
<b>L3</b>	Discuss the importance of critical thinking and writing as a graduate attribute.
<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> Demonstrating an understanding of the key issues that challenge effective learning; Demonstrating an understanding of the evidence base that underpins critical thinking and academic writing.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 9</b> Utilising a range of interpersonal skills to promote effective learning.
<b>Generic Cognitive skills</b>	<b>SCQF 9</b> Critically analysing how effective learning may enable a student to meet their learning potential.

<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>Communication, ICT and Numeracy Skills</b>	<b>SCQF 9</b> Utilising IT and web searching skills to support the development of evidence based assessments.
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 9</b> Exercising autonomy and initiative when preparing and writing an academic assessment.

<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>This module may be delivered as a hybrid learning module and fully online.</p> <p>Hybrid learning students will participate in a range of synchronous and asynchronous activities supported by the quality assured resources and the current VLE. Students who are learning fully online are also supported by the VLE and will receive: core quality assured module resources; individual and group tutorial support and directed learning via the VLE system. This will be aided by synchronous online classroom sessions, asynchronous discussion boards; directed wider reading including access to electronic library and e-books.</p>	
<b>Learning Activities</b>	<b>Student Learning Hours</b>
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	12
Tutorial / Synchronous Support Activity	12
Personal Development Plan	6
Independent Study	70
Please select	
Please select	
<b>TOTAL</b>	<b>100</b>

<b>Indicative Resources</b>
<p><b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b></p> <p>Aveyard, H. and Sharp, P. (2017) A Beginners Guide to Evidence Based Practice (3rd Ed). Maidenhead: Open University Press.</p> <p>Brick, J., Wilson, N., Wong, D. &amp; Herke, M. (2019). Academic Success: A Student Guide to Studying at University. London: Red Globe Press.</p> <p>Craig, C. (2009) Study Skills for Health and Social Care Students. London: Sage.</p>

Oko, J. and Reid, J. (2012) Study Skills for Health and Social Care Students. Exeter: Learning Matters.

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:**

Attendance at synchronous sessions (lectures, workshops, and tutorials), 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 <b>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>
<b>School Assessment Board</b>	Health
<b>Moderator</b>	S Holmes
<b>External Examiner</b>	L Galloway
<b>Accreditation Details</b>	N/a

<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Changes / Version Number</b>	

<b>Assessment (also refer to Assessment Outcomes Grids below)</b>
<b>Assessment 1</b>
<p>This module is formatively assessed by individual learning activities may be achieved through discussion or structured activities undertaken in the class room. In a blended learning class this may be achieved by utilising discussion boards on the VLE.</p> <p>The summative assessment for this module has one category with a 100% weighting.</p> <p>A 2000 word (+10%) learning log.</p>
<b>Assessment 2</b>
<b>Assessment 3</b>
<p>(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.</p> <p>(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.)</p>

<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>
Workbook/ Laboratory notebook/ Diary/ Training log/ Learning log	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100	0

<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>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

<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**

What	When	Who