Module Descriptor

Title	Assessment from a Distance		
Session	2026/27	**Status**	Published
Code	NURS10011	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Pamela Young		

Summary of Module

Technology is being used widely to ensure individuals can remain at home for longer and when necessary receive safe, efficient and effective health care. These technological, medical and societal changes have transformed how health and care services are delivered. Multiple strategic documents acknowledge this transformation in care delivery and signal that the health and scoial care workforce needs to be ready to work with people using technology in a variety of contexts, for example: home monitoring, virtual wards, Attend Anywhere/near me.

This module will be attractive to all health and care professionals working and supporting people using digital technologies. The module will facilitate the development of the student's knowledge and skills in undertaking structured, safe, effective, person centred/led assessment from a distance by focusing on the core skills of communication and decision making. Students will practise and develop these skills during the module and utilise reflective and group discussions to consolidate their learning. The techniques illustrated and practised in the module will enable students to further enhance and develop their graduate attributes, in particular: critical thinking, collaboration,reflection, knowledge and effective communication.

Indicative Module Content

Frameworks for assessment and techniques t support assessment at a distance

Digital Technologies

Digital literacy and digital exclusion

Communication skills which support assessment at a distance

Models and frameworks of decision making

Potential error and decision support tools.

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☐	Online[3] ☒	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☒ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Identify and evaluate models and frameworks for assessment at a distance.
L2	Critically appraise the communication skills required to provide an effective, safe and person-centredassessment from a distance.
L3	Critically analyse theories, models and tools, which facilitate decision making from a distance.
L4	Demonstrate the application of complex knowledge and skills required to undertake an assessment froma distance.
L5	

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 10** Demonstrate a broad and integrated knowledge of assessing people from a distance and where this may be applicable to clinical practice. A critical understanding of theories and principles of decision making and diagnostic error and communication. Critically appraise models and frameworks of consultation and communication.
Practice: Applied Knowledge and Understanding	**SCQF 10**

[1] 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.

[2] 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.

[3] 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.

[4] 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

	Demonstration of a critical understanding of the application of the principal theories and concepts relating to the process of safe, effective and person-centred assessment from a distance in practice. Utilise simulation and real situations to reflect on, practice and enhancetherapeutic and communication skills. Undertake critical reflection, analysis, evaluation and synthesis of contemporarytheories and frameworks in assessment both face to face and from a distance.
Generic Cognitive skills	**SCQF 10** Critically review and consolidate knowledge and skills in clinical assessment forma distance. Provide verbal and written effective, constructive reflections and feedback to colleagues. Take responsibility for the evaluation of the work of self and others in defined areas of work and provide constructive feedback to colleagues.
Communication, ICT and Numeracy Skills	**SCQF 10** Use a wide range of ICT applications to support and enhance work at this leveland adjust features to suit its purpose. Enhance interpersonal and inter-professional communication skills. Develop and enhance health literacy skills to support assessment from adistance. To access, retrieve, critique and apply a range of reliable and credible evidencethroughout online activities. Demonstrate how these transferable knowledge and skills apply to practice.
Autonomy, Accountability and Working with Others	**SCQF 10** Exercise autonomy, initiative and accountability in relation to own and teamworking. Comply with a range of professional, ethical and legal frameworks to ensure thedelivery of safe and effective care. Show awareness of own and others responsibilities when undertaking clinicalassessments from a distance.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

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. This module features a range of contemporary learning and teaching strategies to meet the learning outcomes. The Virtual Learning Environment will provide the student with a range of eLearning resources and Web 2.0 technologies to support their communication and use of resources. Simulation, scenarios and clinical calls will be utilised to enrich the module content and the students' knowledge and understanding of the topics. Independent and self-directed learning

will be incorporated to enable the student to consolidate their learning and skill development.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	15
Tutorial / Synchronous Support Activity	15
Asynchronous Class Activity	6
Independent Study	164
n/a	
n/a	
TOTAL	200

Indicative Resources

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

There is no core text for this module. Students will be directed to relevant strategic documents and a wide range of international, national and local information to support the module content and learning outcomes.

Hunter, C. (2018) Telephone Triage Care Class, Professional Publishing, UK

Kahneman, D. (2012) Thinking, Fast and Slow UK, Penguin Books.

Brenner, L.A., 2022. Daniel Kahneman, Olivier Sibony, and Cass R. Sunstein. Noise: A Flaw in Human Judgment. William Collins books

Croskerry P, Singhal, G. and Mamede, S. (2013a) Cognitive debiasing1:origins of bias and theory of debiasing, BMJ, Quality and Safety [Online]

(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 attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, 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 and engagement with the course content and virtual learning environment.

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

Divisional Programme Board	**Biological Sciences Health**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **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.**
School Assessment Board	Health
Moderator	John Garrity
External Examiner	J Coe
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
The student will undertake a 3,500 word case study. The student will critically reflect on an assessment from a distance. They will critically analyse and evaluate the practical application of current theory and research in decision-making, communication and the use of an appropriate consultation structure (100%).
Assessment 2
Assessment 3
(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.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Case study	☒	☒	☒	☒	☐	100	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	**When**	**Who**
new template for module descriptor, introduction updated, word patient removed	20/08/2024	Audrey Cund
EDI statement updated; new Moderator; reference list updated	07/02/2025	Audrey Cund
Minor grammatical errors amended	28/01/26	Audrey Cund