

Session: 2023/24

Last modified: May 24

Title of Module: Improving Assessment & Professional Practice			
Code: NURS10033	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Carol Russell		
Summary of Module			
<p>This module is designed to enhance and develop skills in patient assessment and improve professional practice to provide safe and effective person-centred care within the community setting. The aim of this module is to provide the students the necessary knowledge, skills and autonomy to develop their own clinical practice and the care that is provided as part of a team. This module is underpinned by NHS Education for Scotland Post Registration Career Framework (NES, 2017) and Transforming Roles in Scotland (Scottish Government, 2017; 2018) to improve clinical practice, learning in practice, teamwork and facilitate evidence into practice. This module will facilitate the development of the student's ability to critically examine their patient assessment practices and equip them with the knowledge and skills required to be more confident and effective in gathering patient information, decision making, communicating and evaluation of their practice. Students will also develop a critical understanding of their role in practice improvement by exploring teaching and learning and opportunities to contribute to service development to continually deliver safe and effective care in an evolving health service.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
		✓			
<p>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.</p> <p>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</p> <p>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.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning Learning activities where the main location for the learning experience is in the workplace.</p>					

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 Other:

					Learning:	
					✓	
Term(s) for Module Delivery						
(Provided viable student numbers permit).						
Term 1		Term 2	✓	Term 3		

Learning Outcomes: (maximum of 5 statements)	
<p>On successful completion of this module the student will be able to:</p> <p>L1. Demonstrate detailed knowledge and understanding from a variety of sources which contribute to holistic patient assessment.</p> <p>L2. Demonstrate a critical understanding of decision making theories to negotiate person centred care plans.</p> <p>L3. Utilise and demonstrate a range of communication strategies in practice and with the integrated community team.</p> <p>L4. Critically identify and develop an original teaching tool to contribute to positive patient experience and improve practice.</p>	
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)	<p>SCQF Level 10. Demonstrate knowledge and understanding of patient assessment and care planning as part of an integrated health and social care team.</p> <p>Demonstrate knowledge and understanding of self and service development.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 10. Apply knowledge and skills to manage and deliver safe, effective person-centred care.</p>
Generic Cognitive skills	<p>SCQF Level 10. Utilise a variety of evidence-based resources that assist decision making in clinical practice.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 10. Make use of a range of information and communication skills to improve practice.</p> <p>Developing further library, e-library and online searching and retrieval skills</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 10. Working effectively with others to provide quality integrated care for people and communities.</p> <p>Identify own learning needs and the needs of others within their workplace.</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	
<p>This module will be delivered online utilising a range of technologically and digitally enabled learning tools on the Virtual Learning Environment (VLE). Students will be 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 asynchronous discussion boards, directed wider reading including access to electronic library and e-books.</p> <p>The learning and teaching strategies on this module contribute to the development of UWS graduate attributes:</p> <ul style="list-style-type: none"> • Universal: Critical thinker, collaborative, socially responsible • Work-ready: Knowledgeable, problem solver, ambitious • Successful: Resilient, driven, daring 	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	24
Personal Development Plan	4
Tutorial/Synchronous Support Activity	8
Asynchronous Class Activity	12
Independent Study	152
	200 Hours Total
<p>**Indicative Resources: (eg. Core text, journals, internet access)</p>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Core</p> <p>Innes, J., Dover, AR. and Fairhurst, K. (2018) Macleod's Clinical Examination. 14th ed. London: Elsevier.</p>	
<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)</p>	

Engagement Requirements
<p>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</p> <p>Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:</p> <p>It is expected that students will participate in all delivered elements as part of their engagement with this module.</p>

Supplemental Information

Programme Board	ANCH
Assessment Results (Pass/Fail)	No
Subject Panel	ANCH (Community and Health Programmes)
Moderator	Jan Meechie
External Examiner	L Hollowood
Accreditation Details	
Version Number	2.01

Assessment: (also refer to Assessment Outcomes Grids below)
<p>Formative: Audio Commentary</p> <p>Summative: 3500 word Project on Assessment in Practice. 100% weighting</p> <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. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)</p>

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	
Dissertation/ Project report/ Thesis	✓	✓	✓	✓	100	0	
Combined Total For All Components					100%	0 hours	

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section

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

The School of Health and Life Sciences believes that education and practitioner diversity are central to achieving quality nursing care.

Within the programme, quality of care, inclusiveness and employability are achieved by:

- Provision of a welcoming and supportive culture that promotes accessibility and equal opportunities to prospective students and students.
- Promotion of confidence and knowledge of their rights as a student and employee.
- Promotion of respect and knowledge of client diversity, their needs, rights and the associated practitioner responsibilities.

The above aims, supported by staff belief in fairness and equal opportunities, guide content, teaching and learning, assessment and evaluation.

This module involves the development and application of theory to the clinical area. The module competence standards must be achieved for successful completion of the module.

Disability disclosure is encouraged throughout recruitment, selection and throughout the duration of this module. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced.

To enable the module to be responsive to the demand for equality and diversity, processes and procedures have been subject to Equality Impact Screening and where appropriate Equality Impact Assessment. Evaluation by all key stakeholders throughout the life of the module is also central to meeting our commitments.

Online students must be able to access and use appropriate IT equipment and to gain access to the University Virtual Learning Environment, student email and the internet resources available to all enrolled students.

[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)