**Module Descriptor**

| Title | Improving Assessment & Professional Practice | | |
|---|---|---|---|
| **Session** | 2024/25 | **Status** | |
| **Code** | NURS10033 | **SCQF Level** | 10 |
| **Credit Points** | 20 | **ECTS (European Credit Transfer Scheme)** | 10 |
| **School** | **Health and Life Sciences** | | |
| **Module Co-ordinator** | C Russell | | |

**Summary of Module**

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.

The learning and teaching strategies on this module contribute to the development of UWS graduate attributes:

•        Universal: Critical thinker, collaborative, socially responsible

•        Work-ready: Knowledgeable, problem solver, ambitious

•        Successful: Resilient, driven, daring

| 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 | Demonstrate detailed knowledge and understanding from a variety of sources which contribute to holistic patient assessment. |
| L2 | Demonstrate a critical understanding of decision making theories to negotiate person centred care plans |
| L3 | Utilise and demonstrate a range of communication strategies in practice and with the integrated community team. |
| L4 | Critically identify and develop an original teaching tool to contribute to positive patient experience and improve practice. |
| L5 | |

| Employability Skills and Personal Development Planning (PDP) Skills | |
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| 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 knowledge and understanding of patient assessment and care planning as part of an integrated health and social care team.  Demonstrate knowledge and understanding of self and service development. |
| **Practice: Applied Knowledge and Understanding** | **SCQF 10**  Apply knowledge and skills to manage and deliver safe, effective person-centred care |

| Generic Cognitive skills | SCQF 10 |
|---|---|
| | Utilise a variety of evidence-based resources that assist decision making in clinical practice |
| **Communication, ICT and Numeracy Skills** | **SCQF 10** |
| | Make use of a range of information and communication skills to improve practice. |
| | Developing further library, e-library and online searching and retrieval skills |
| **Autonomy, Accountability and Working with Others** | **Please select SCQF Level** |
| | Working effectively with others to provide quality integrated care for people and communities. |
| | Identify own learning needs and the needs of others within their workplace |

| 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 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.

| 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 | 24 |
| Personal Development Plan | 4 |
| Tutorial / Synchronous Support Activity | 8 |
| Asynchronous Class Activity | 12 |
| Independent Study | 152 |
| Please select | |
| **TOTAL** | 200 |

| Indicative Resources |
|---|
| **The following materials form essential underpinning for the module content and ultimately for the learning outcomes:** |
| Innes, J., Dover, AR. and Fairhurst, K. (2018) Macleod's Clinical Examination. 14th ed. London: Elsevier |
| **(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 |
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| **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.**<br><br>**For the purposes of this module, academic engagement equates to the following:**<br><br>It is expected that students will participate in all delivered elements as part of their engagement with this 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.](#)**<br><br>In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human The School of Health and Life Sciences believes that education and practitioner diversity are central to achieving quality of care.<br><br>Within the module, quality of care, inclusiveness and employability are achieved by:<br><br>•        Provision of a welcoming and supportive culture that promotes accessibility and equal opportunities tostudents and prospective students.<br><br>•        Promotion of confidence and knowledge of their rights as a student and employee.<br><br>•        Promotion of respect and knowledge of client diversity, their needs, rights and associated practitionerresponsibilities.<br><br>The above aims, supported by staff belief in fairness and equal opportunities, guide content, teaching and learning, assessment and evaluation.<br><br>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.<br><br>To enable the module to be responsive to the demand for equality and diversity, procedures and processes have been subject to Equality Impact Screening and where appropriate Equality Impact Assessment. Evaluation by all key stakeholders through the life of the module is also central to meeting commitments.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. |
| **(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 | Adult Nursing  Community Health |
|---|---|
| **Overall Assessment Results** | ☐ Pass / Fail ☒ Graded |
| **Module Eligible for Compensation** | ☐ Yes ☐ No<br><br>**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** | ANCH (Community and Health Programmes) |
| **Moderator** | J Meechie |
| **External Examiner** | L Hollowood |
| **Accreditation Details** | |
| **Module Appears in CPD catalogue** | ☐ Yes ☒ No |
| **Changes / Version Number** | |

| Assessment (also refer to Assessment Outcomes Grids below) |
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| **Assessment 1** |
| Project |
| **Assessment 2** |
| |
| **Assessment 3** |
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| (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.<br><br>(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 |
|---|---|---|---|---|---|---|---|
| Project | ☒ | ☒ | ☒ | ☒ | ☐ | 100 | 0 |

**Component 2**

| Assessment Type | LO1 | LO2 | LO3 | LO4 | LO5 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
|---|---|---|---|---|---|---|---|
| | ☐ | ☐ | ☐ | ☐ | ☐ | | 0 |

**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 |
|---|---|---|
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