



## Module Descriptor

Title	Improving Assessment & Professional Practice		
Session	2025/26	Status	Published
Code	NURS10033	SCQF Level	10
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Health and Life Sciences		
Module Co-ordinator	Carol Russell		
<b>Summary of Module</b>			
<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.</p> <p>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> <p>The learning and teaching strategies on this module contribute to the development of UWS graduate attributes:</p> <p>Universal: Critical thinker, collaborative, socially responsible</p> <p>Work-ready: Knowledgeable, problem solver, ambitious</p> <p>Successful: Resilient, driven, daring</p>			

<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 checked="" 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"/>

Learning Outcomes	
<b>L1</b>	Demonstrate detailed knowledge and understanding from a variety of sources which contribute to holistic patient assessment.
<b>L2</b>	Demonstrate a critical understanding of decision making theories to negotiate person centred care plans
<b>L3</b>	Utilise and demonstrate a range of communication strategies in practice and with the integrated community team.
<b>L4</b>	Critically identify and develop an original teaching tool to contribute to positive patient experience and improve practice.
<b>L5</b>	

Employability Skills and Personal Development Planning (PDP) Skills	
<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 10</b> 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.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 10</b> Apply knowledge and skills to manage and deliver safe, effective person-centred care

<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>	<b>SCQF 10</b> Utilise a variety of evidence-based resources that assist decision making in clinical practice
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 10</b> Make use of a range of information and communication skills to improve practice.  Developing further library, e-library and online searching and retrieval skills
<b>Autonomy, Accountability and Working with Others</b>	<b>Please select SCQF Level</b> 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

<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 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>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (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
n/a	
<b>TOTAL</b>	<b>200</b>

<b>Indicative Resources</b>
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**The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**

Innes, J., Dover, AR. and Fairhurst, K. (2023) Macleod's Clinical Examination. 15th 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**

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:**

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](#).**

This module is appropriate for all students. 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. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. In line with the Equality Act 2010 and UWS Refreshed Equality Outcomes 2021 - 2025 Public Sector Equality Duty Mainstreaming and Equality Outcomes Report 2021 (uws.ac.uk) (pp. 37 - 39) the School of Health and Life Sciences encourages the disclosure of support requirements, including disability, at the recruitment stage and throughout the duration of the module. Emphasis is placed on confidentiality of information, the benefits of disclosure, and that no detriment to progress will be experienced. The School will endeavour to make reasonable adjustments to teaching and learning approaches and arrangements for assessment, and (when applicable) periods of placement, where appropriate.

All learning materials, activities and scenarios will utilise a diverse range of patients to reflect the diversity of students.

Professional programmes have Standards of Proficiency which detail the knowledge, skills and understanding required to be met to permit professional registration to be able to practise safely and effectively in the profession. As an education provider for this professional programme, UWS is not able to adjust these standards. However, we can make reasonable adjustments to assist students in meeting these standards.

**(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>Adult Nursing Community Health</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input type="checkbox"/> Yes <input checked="" 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>	Community and Health
<b>Moderator</b>	Debbie Waddell
<b>External Examiner</b>	L Hollowood
<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>	

<b>Assessment (also refer to Assessment Outcomes Grids below)</b>
<b>Assessment 1</b>
Project report
<b>Assessment 2</b>
<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>
Dissertation/ Project report/ Thesis	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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"/>		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
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**Change Control**

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