



## Module Descriptor

<b>Title</b>	<b>Integrated Community Nursing WBL</b>		
<b>Session</b>	2024/25	<b>Status</b>	
<b>Code</b>	NURS10035	<b>SCQF Level</b>	10
<b>Credit Points</b>	40	<b>ECTS (European Credit Transfer Scheme)</b>	20
<b>School</b>	<b>Health and Life Sciences</b>		
<b>Module Co-ordinator</b>	C Russell		

### Summary of Module

This Integrated Community Nursing Work Based Learning module provides an emphasis on flexible, work-based learning within an Integrated community nursing environment. In addition, this module requires the student to undertake 40 of the practice learning hours (364 hours in total) in alternative community nurse settings. This module facilitates development of knowledge and skills by applying theory to practice. This module will span over the two years of the Graduate Diploma Integrated Community Nursing Programme and will allow students to demonstrate and evidence their learning by building a digital portfolio.

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

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b>	<b>Hybrid<sup>2</sup></b>	<b>Online<sup>3</sup></b>	<b>Work -Based Learning<sup>4</sup></b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

<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>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr		<input type="checkbox"/> Lanarkshire		<input checked="" type="checkbox"/> Online / Distance Learning	
	<input type="checkbox"/> Dumfries		<input type="checkbox"/> London		<input type="checkbox"/> Other (specify)	
<b>Terms for Module Delivery</b>	Term 1	<input 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 checked="" type="checkbox"/>	Term 2 – Term 3	<input checked="" type="checkbox"/>	Term 3 – Term 1

Learning Outcomes	
L1	Construct a portfolio of evidence which effectively demonstrates knowledge and understanding of practice within the integrated community nursing setting
L2	Critically reflect on roles, responsibilities and practice of self and others working across the integrated community nursing setting
L3	Critically evaluate own development of knowledge and skills within an integrated community team.
L4	
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)	<b>SCQF 10</b> Demonstrate knowledge and understanding of the principles, policy and standards that govern Integrated Community Nursing practice
Practice: Applied Knowledge and Understanding	<b>SCQF 10</b> Reflect on own practice to identify strengths and areas to improve professional practice
Generic Cognitive skills	<b>SCQF 10</b> Demonstrate a range of effective communication techniques, numerical and IT skills to develop practice portfolio.
Communication, ICT and Numeracy Skills	<b>SCQF 10</b> Using a range of appropriate methods communicate effectively with service users and the wider integrated team
Autonomy, Accountability and Working with Others	<b>Please select SCQF Level</b> Able to critical reflect to identify strategies to improve service delivery which may include new ways of thinking or working.  Taking responsibility for identifying and addressing personal learning goals using available resources.

Prerequisites	Module Code	Module Title
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	<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>	<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	2	
Personal Development Plan	4	
Work-based Learning	364	
Tutorial / Synchronous Support Activity	2	
Independent Study	28	
Please select		
<b>TOTAL</b>	<b>400</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>NHS Education for Scotland's TURAS eportfolio  URL - <a href="https://turasportfolio.nes.nhs.scot">https://turasportfolio.nes.nhs.scot</a></p> <p>Recommended</p> <p>Chilton, S. and Bain, H. (2017). A Textbook of Community Nursing. 2nd ed. London: Hodder Arnold</p> <p>Price, B. and Harrington, A. (2019) Critical Thinking and Writing in Nursing. 4th Ed. London: Sage</p> <p>Scott, I and Spouse, J. (2013) Practice Based Learning in Nursing, Health and Social Care: supervision, mentoring and facilitating. Oxford: Wiley Blackwell</p> <p>nes, J., Dover, AR. and Fairhurst, K. (2018) Macleod's Clinical Examination. 14th ed. London: Elsevier</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)**

### **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](#).**

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, The School of Health and Life Sciences believes that education and practitioner diversity are central to achieving quality of care.

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

- Provision of a welcoming and supportive culture that promotes accessibility and equal opportunities to students and prospective 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 associated practitioner responsibilities.

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

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, 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**

<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 type="checkbox"/> No If this module is eligible for compensation, there may be cases where compensation is not permitted due to

	<b>programme accreditation requirements. Please check the associated programme specification for details.</b>
<b>School Assessment Board</b>	ANCH (Community and Health Programmes)
<b>Moderator</b>	S Gamble
<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>
Digital Practice Portfolio
<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>
Portfolio of practical work	<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"/>		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

**Change Control**

What	When	Who