Title of Module: Integrated Community Nursing WBL			
Code: NURS10035	**SCQF Level: 10** (Scottish Credit and Qualifications Framework)	**Credit Points: 40**	**ECTS: 20** (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Carol 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.

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**HybridO**	**Work-based Learning**
	✓				

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.
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
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.
HybridC
Online with mandatory face-to-face learning on Campus
HybridO
Online with optional face-to-face learning on Campus
Work-based Learning
Learning activities where the main location for the learning experience is in the workplace.

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 Learning:	Other:
						✓

Term(s) for Module Delivery

(Provided viable student numbers permit).					
Term 1		Term 2		Term 3	✓

Learning Outcomes: (maximum of 5 statements)
On successful completion of this module the student will be able to: 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.

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 Level 10. Demonstrate knowledge and understanding of the principles, policy and standards that govern Integrated Community Nursing practice.
Practice: Applied Knowledge and Understanding	SCQF Level 10. Reflect on own practice to identify strengths and areas to improve professional practice.
Generic Cognitive skills	SCQF Level 10. Demonstrate a range of effective communication techniques, numerical and IT skills to develop practice portfolio.
Communication, ICT and Numeracy Skills	SCQF Level 10. Using a range of appropriate methods communicate effectively with service users and the wider integrated team.
Autonomy, Accountability and Working with others	SCQF Level 10. 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.

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
The learning in this module will mostly occur within relevant work related learning environments where students will have an opportunity to reflect on their practice, enabling skills to be developed and

demonstrated.

In addition, students will participate in a range of activities throughout the course of this module to build their practice portfolio via VLE. The students will be supported in practice by a nominated Clinical Guide. Students will also have access to direct individual support from the lecturers delivering the module.

The learning and teaching strategies on this module contribute to the development of UWS graduate attributes:
• Universal: Inquiring, ethically minded, research-minded
• Work-ready: Knowledgeable, motivated, Problem-Solver
• Successful: Creative, driven, Resilient

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (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/Placement	364
Tutorial/Synchronous Support Activity	2
Independent Study	28
	400 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)

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

Core

Portfolio link

NHS Education for Scotland's TURAS eportfolio
URL - https://turasportfolio.nes.nhs.scot

Recommended

Chilton, S. and Bain, H. (2017). A Textbook of Community Nursing. 2nd ed. London: Hodder Arnold

Price, B. and Harrington, A. (2019) Critical Thinking and Writing in Nursing. 4th Ed. London: Sage

Scott, I and Spouse, J. (2013) Practice Based Learning in Nursing, Health and Social Care: supervision, mentoring and facilitating. Oxford: Wiley Blackwell

(**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)

Engagement Requirements
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** Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: Attendance at synchronous sessions (lectures, workshops, and tutorials), completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module.

Supplemental Information

Programme Board	ANCH
Assessment Results (Pass/Fail)	No
Subject Panel	ANCH (Community and Health Programmes)
Moderator	Susie Gamble
External Examiner	L Hollowood
Accreditation Details	
Version Number	1.07

Assessment: (also refer to Assessment Outcomes Grids below)
Summative Assessment - Digital Practice Portfolio (100%) There will be the opportunity to submit a formative piece of work (500 words end of year 1)
(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.)

Assessment Outcome Grids (Footnote A.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Portfolio of practical work	✓	✓	✓	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 above

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
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.   Please refer to the UWS Equality and Diversity Policy at the following link: UWS Equality and Diversity Policy   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)