



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Foundations of Assessment for Assistant Practitioners				
Module Code	UZWSRE-15-2	Level	2	Version	1
Owning Faculty	Health and Life Sciences	Field	Acute and Critical Care Adult Nursing		
Contributes towards	FdSc Health and Social Care Practice				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements		
Valid From	01/09/2013		Valid to	01/09/2019	

CAP Approval Date	21/11/2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of basic anatomy and physiology and be able to differentiate between normal and abnormal variants (Component A) • Demonstrate an awareness of emotional and mental health needs (Component A) • Discuss decision making strategies necessary for the effective assessment of a range of individuals within the context of the health care setting (Component A) • Explore the legal and ethical issues that impact on their role and that of other practitioners within the health care setting (Component A) • Contribute to the assessment of an individual in the identification of health care needs (Component A) • Discuss the role of individual, carer or others within the assessment process (Component A) • Demonstrate an ability to recognise own limitations within the assessment process and refer as appropriate (Component A) • Demonstrate the ability to collaborate across inter-disciplinary teams as required (Component A) • Identify interpersonal skills required to initiate, develop and end relationships with individuals, carers and professional colleagues (Component A)
Syllabus Outline	<p>Skills</p> <ul style="list-style-type: none"> • History Taking • Frameworks for health needs assessment • Recording, reporting and documentation of the assessments

	<ul style="list-style-type: none"> • Physical assessment concentrating on the assessment of airway, breathing and circulation • Foundations of relevant anatomy and physiology to enable physical assessment • Risk Assessment <p>Context of physical assessment</p> <ul style="list-style-type: none"> • Introduction to local and national policy in regard to assessment and changing roles • Normal blood levels and identification of abnormalities • Urinalysis and identification of abnormalities • Decision making strategies • Mental Health Act / Common Law • Legal and ethical issues • Models of assessment • The role of carers <p>Communication Skills</p> <ul style="list-style-type: none"> • Communicating with individuals with differing needs, e.g. vulnerable adults • Communicating with other members of the multi-disciplinary team • The role of the multi-disciplinary team
Contact Hours	<ul style="list-style-type: none"> • This module will use a total of 150 hours of study time of which an average of 36 hours will represent scheduled learning, and 114 hours will represent independent learning. It will be taught across semester 1. • The 36 hours scheduled learning could be used as follows: <ul style="list-style-type: none"> ○ Lectures 9 x 3 hours ○ Individual tutorials 2 x 1 hour ○ Seminars 4 x 1 hour ○ Workshops 3 x 1 hour ○ Group and/or individual tutorials could also be used, but these are part of the programme-wide academic tutoring provision, and therefore are not classed within individual module contact hours. ○ NB this breakdown of scheduled learning is an indicative example only, and is subject to change dependent on delivery location.
Teaching and Learning Methods	<p>The teaching and learning strategies for the module acknowledge the importance of student centred learning. There is an appreciation that students come with vastly differing clinical experience and that this experience can be utilised effectively and shared throughout the learning process. The emphasis is that students are responsible for their own learning. This philosophy acknowledges that adult students in particular are usually highly motivated individuals, with particular abilities and needs that they are able to define.</p> <p>Scheduled learning includes lectures, seminars, individual tutorials, and assignment supervision. Introductory lectures may be supported by seminars where specific elements of learning can be focused on and used to generate exploration and deeper consideration of differing perspectives. Workshops may be used to develop and explore communication and listening skills, and group/team-working skills. Scheduled sessions may vary slightly depending on the college of delivery.</p> <p>Independent learning includes hours engaged with essential reading, completion of guided study, and assessment preparation. Students will be guided to topic areas for specific lecture, seminar and workshop preparation, and independent study related to the module content. It is suggested that session preparation could take on average 2 hours per week.</p>

<p>Key Information Sets Information</p>	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="400 405 1310 797"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> <tr> <td colspan="4"></td> <td style="border: 2px solid black;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <p>NB the above breakdown of KIS learning hours is an indicative example only, and is subject to change dependent on delivery location.</p> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table border="1" data-bbox="571 1323 1262 1563"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td style="border: 1px solid black;">100%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="border: 1px solid black;">0%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="border: 1px solid black;">0%</td> </tr> <tr> <td></td> <td style="border: 1px solid black;">100%</td> </tr> </tbody> </table>	Key Information Set - Module data					<i>Number of credits for this module</i>									15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150	Total assessment of the module:		Written exam assessment percentage	100%	Coursework assessment percentage	0%	Practical exam assessment percentage	0%		100%
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<p>Reading Strategy</p>	<p>Essential Reading and recommended reading will be clearly indicated at the point of need or with notice for preparation, with the method by which it can be accessed. Students will not be asked to purchase a set text for this module due to the wide variety of relevant texts and literature available, but printed study packs and electronically available texts may be used, and clear guidance as to the required level of depth of detail in terms of reading will be given. The module handbook will include guidance to key authors and how literature can be accessed, including the large number of useful resources and publications available via key databases and websites.</p> <p>Further Reading will be encouraged and students will be advised and encouraged to access and make use of the library catalogue, a range of bibliographic and full text databases, and other internet resources to locate a variety of relevant literature (including current research in the appropriate fields). This will ensure that students</p>																																			

	<p>become more familiar with the library systems, database searching methods and a variety of relevant literature specific to the module and relevant areas of interest. Many resources can be accessed remotely via the library systems. Assignment reference lists are expected to reflect the range of reading carried out.</p> <p>Access and Skills</p> <p>Students are expected to be able to independently identify and retrieve appropriate reading, and will have access to both UWE library and their college library facilities and on-line systems. The module handbook will include suggested key texts for the module where appropriate, and guidance as to how literature can be accessed. All students will be encouraged to make use of the extensive print and electronic resources available to them through membership of UWE and the associated college libraries and to which they will have been introduced at the start of their course, and this module offers an opportunity to further develop information skills introduced at level 1. Additional support will be available through the library 'my skills' study area via the Library Services web pages, UWE library telephone enquiries line, and through library attendance and workshops available through UWE and the college of study.</p>
Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, CURRENT advice on readings will be available via other more frequently updated mechanisms including the module handbook or other resources such as Blackboard/VLEs.</p> <p><u>Indicative sources</u></p> <p>Cohen, B. J. and Taylor, J.J (2009) <i>Memmler's the Human Body in Health and Disease</i>. 11th ed. London: Wolters Kluwer/Lippincott Williams.</p> <p>Lippincott Williams and Wilkins (2005) <i>Assessment made incredibly easy</i>. 3rd ed. London: Lippincott Williams and Wilkins.</p> <p>McGuinness, H. (2010) <i>Anatomy and Physiology Therapy Basics</i>. 4th ed. London: Hodder Arnold</p> <p>Sanders, T. and Scanlon, V. (2007) <i>Student Workbook for Essentials of Anatomy and Physiology</i>. 5th ed. Philadelphia: F. A. Davis Company</p> <p>Tortora, G. J. and Derrickson, B. H. (2008) <i>Principles of Anatomy and Physiology</i>. 12th ed. New York: Wiley</p> <p>Waugh, A. and Grant, A. (2010) <i>Ross and Wilson's Anatomy and Physiology in Health and Illness</i>. 11th ed. Edinburgh: Churchill Livingstone Elsevier</p> <p>Online</p> <p>Primal Pictures (2006) <i>Anatomy TV</i>. Available from: http://www.anatomy.tv/new_home.aspx [Accessed 14 June 2012]</p> <p>You Tube (2009) <i>University of California: Integrative Biology 131</i>. Available from: http://www.youtube.com/watch?v=S9WtBRNyds0&feature=related [Accessed 14 June 2012]</p> <p>BBC Science and Nature (2009) <i>Human Body and Mind: Interactive Body</i>. Available from: http://www.bbc.co.uk/science/humanbody/ [Accessed 14 June 2012]</p> <p><u>General Web Resources</u></p> <p><u>Library Catalogue</u> http://www.uwe.ac.uk/library/catalogue Links to a wide range of networked resources via the UWE library front page.</p>

UWE Library Internet Links for Health and Social Care

www.uwe.ac.uk/library/resources/hea/internetres.htm

This is the Library's own collection of useful websites for health and social care, arranged by topic.

Department of Health

www.dh.gov.uk

You will find Department of Health policy documents, publications and statistics at this website. This page gives links to other web sites such as NHS Direct etc.

The National Institute for Clinical Excellence

www.nice.org.uk

The National Institute for Clinical Excellence (NICE) works on behalf of the National Health Service and the people who use it. It makes recommendations on treatments and care using the best available evidence.

Social Care Online

<http://www.scie-socialcareonline.org.uk/>

Social Care Online is a free online resource owned and managed by the **Social Care Institute for Excellence** (SCIE). It provides a single point of access to an extensive range of social care knowledge, including practice information, skills tutorials, and around 80,000 abstracts of books, reports, research papers, journals, official publications and articles.

Evidence Based Nursing

www.bmjournals.com

Browse the Specialist Journal Index: for example, Quality and Safety in Health Care. Also investigate the Evidence Based Journal index: for example Evidence Based Nursing and Evidence Based Mental Health.

NMAP (Nursing Midwifery and Allied Professionals)

www.nmap.ac.uk

A gateway to Internet resources in Nursing, Midwifery and Allied Health. You can search successfully on this website using keywords from the Essence of Care benchmark care areas: for example, continence, hygiene etc.

Part 3: Assessment

Assessment Strategy

- The assessment will be a 2 hour unseen examination. The examination will be designed to test students' knowledge and understanding, intellectual skills and transferable skills related to health assessment. This could be divided into 2 sections. The first section could comprise 30 multiple choice questions. The second section could ask the students to answer 2 short essay questions related to appropriate case scenarios.
- Opportunities for formative assessment will exist for the assessment strategy used. Formative feedback will be available from peers and/or tutors in verbal and/or written form depending on the formative methods used, and students may be formatively assessed during their engagement in the module delivery sessions.
- Students will receive a group assignment tutorial session where the assessment strategy and requirements will be explained and explored.
- All students will engage with personalised and/or group tutorials held as part of the academic tutoring process. These can be used to focus on the development of student skills relevant to the assessment method.

Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 2 hour Unseen Examination	100%	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 2 hour Unseen Examination	100%	
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.		