



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Foundations of Assessment for Health and Social Care				
Module Code	UZWSRE-15-2	Level	2	Version	2
Owning Faculty	Health and Applied 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	January 2017		Valid to	2019	

CAP Approval Date	29/05/2013 15/11/2016 (v2)
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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 and social care setting (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 on as appropriate (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 • Physical assessment concentrating on the assessment of airway, breathing and circulation • Foundations of relevant anatomy and physiology to enable physical

	<p>assessment</p> <ul style="list-style-type: none"> • 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	<p>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.</p>
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>
Key Information Sets Information	<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>

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



NB the above breakdown of KIS learning hours is an indicative example only, and is subject to change dependent on delivery location.

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam,

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:

Total assessment of the module:	
Written exam assessment percentage	100%
Coursework assessment percentage	0%
Practical exam assessment percentage	0%
	100%

Reading Strategy

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.

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 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.

Access and Skills

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.
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. Hull, K. Memmler R (2015) <i>Memmler's the Human Body in Health and Disease</i>. 13th 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>Milner J, Myers S, O'Byrne P (2015) <i>Assessment in Social Work</i>, 4th ed. London; Palgrave Macmillan</p> <p>Peckham S, Meerabeau L (2007) <i>Social Policy for nurses and the helping professions</i>, 2nd ed, Maidenhead, Open University Press</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. (2011) <i>Principles of Anatomy and Physiology</i>. 13th ed. New York: Wiley</p> <p>Waugh, A. and Grant, A Ross, J (2014) <i>Ross and Wilson's Anatomy and Physiology in Health and Illness</i>. 12th ed. Edinburgh: Churchill Livingstone Elsevier</p>

Part 3: Assessment

Assessment Strategy	<p>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.</p> <p>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.</p> <p>Students will receive a group assignment tutorial session where the assessment strategy and requirements will be explained and explored.</p> <p>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.</p>
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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.		

FOR OFFICE USE ONLY

First CAP Approval Date	29 May 2013			
Revision CAP Approval Date	15 November 2016	Version	2	Link to RIA