

## University of the West of Scotland

### Module Descriptor

**Session: 2022/23**

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Status: Published

**Title of Module: Advanced Clinical Practice**

<b>Code: NURS11141</b>	<b>SCQF Level: 11</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Health and Life Sciences		
<b>Module Co-ordinator:</b>	Pamela Young		

#### Summary of Module

This module allows the student to apply the theoretical concepts and knowledge of anatomy, pathophysiology and clinical assessment and aims to provide students with an opportunity to develop and evidence advanced level skills across the four pillars of advanced practice. The module is underpinned by a tripartite approach that recognises the student's clinical experience integrating both academic and practice-based learning, support and assessment. Students will be required to evidence advanced practice clinical hours supported by a practice supervisor. Students will establish a learning agreement with the practice supervisor to facilitate the development, application and achievement of advanced level knowledge and core skills competencies

This module is delivered across 2 terms and has been flexibly designed to ensuring students can achieve the learning outcomes across the **four pillars of advanced practice: advanced clinical/professional practice; leadership, facilitation of learning, and research and development**. Students will be demonstrate evidence of their advanced level activities in their role through the application of critical analysis, theory and research. Students shall develop a robust approach to work-based learning, develop transferable skills, professional awareness and autonomy within their advanced practice role.

Students must have undertaken or be undertaking Assessment and Decision Making In Advanced Practice or equivalent.

The above skills acquisition, contributes to the development of the **UWS Graduate Attributes: Universal** - critical thinking, analytical, inquiring, culturally aware, emotionally intelligent, ethically-minded, culturally aware, collaborative, research-minded and socially responsible; **Work-Ready** -knowledgeable, digitally literate, effective communicator, motivated, potential leader; and **Successful** -autonomous, incisive, creative, resilient and daring.

- Develop competence in clinical assessment assessed by clinical supervisors.
- Demonstrate application of the 4 pillars of advanced practice within own area of clinical practice.
- Develop a competency and evidence based electronic portfolio which is transferable to all areas of clinical practice.

#### 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. Demonstrate critical thinking, analysis, synthesis and evaluation of contemporary evidence across the 4 pillars of advanced practice.
- L2. Critically explore through reflection, how their role as an advanced practitioner is developing.
- L3. Demonstrate the achievement of 200 advanced practice hours through evidenced learning.

**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 11. A critical knowledge and understanding of advanced practice.  Evaluating own knowledge and understanding in relation to advanced practice.
Practice: Applied Knowledge and Understanding	SCQF Level 11. Applying knowledge, skills and understanding at an advanced level of practice.  Planning and undertaking learning to enhance knowledge and understanding of advanced practice.
Generic Cognitive skills	SCQF Level 11. Critically review, consolidate and extend knowledge and skills at an advanced level of practice.  Using critical analysis, evaluation and synthesis in application to; ideas,

	<p>concepts, problems and evidence-based practice.</p> <p>Learning through critical thinking and reflection on practice and experience.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 11.</p> <p>Synthesising information from a variety of sources to support learning and development at an advanced level of practice.</p> <p>Utilising differing levels of ICT to explore and support advanced practice.</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 11.</p> <p>Working towards autonomy at an advanced practice level to expand knowledge and skills.</p> <p>Considering the legal, ethical and professional aspects of advanced practice of expanding knowledge and skills.</p>

<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\* Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<p>This work-based learning module will typically be undertaken across two terms. Students will be required to undertake and evidence 200 advanced practice hours within their own area of practice to facilitate the development of knowledge and skills at an advanced level of practice.</p> <p>Students will be supported by a Practice Supervisor, Advanced Practice Academy in partnership with the HEI. Students will be offered virtual tutorial meetings to discuss their agreed digital portfolio development.</p> <p>Learning Activities/Categories for Online students:</p> <p>Students will be supported by the virtual learning environment (VLE) and receive; core quality assured module resources, individual and group tutorial support, and 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> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Work Based Learning/Placement	190
Tutorial/Synchronous Support Activity	10
	200 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:

Joel, L. A.(2017) Advanced Practice Nursing: Essentials for Role Development. 4th ed. Philadelphia: F.A. Davis Co.

McGee, P. and Inman, C. (Eds)(2019) Advanced Practice in Healthcare: Dynamic Developments in Nursing and Allied Health Professionals (Advanced HealthcarePractice. 4 ed. Chichester: Wiley: Blackwell.

Korniewicz, D. M. (2015) Nursing Leadership and Management: The Advanced Practice Role. DEStech Publications Inc.

NHS Scotland. (2022) Advanced Nursing Practic. [Online] Available: <https://www.advancedpractice.scot.nhs.uk>[Accessed: March 2022].

(\*\*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](#)

### Supplemental Information

<b>Programme Board</b>	Midwifery & Specialist Nursing
<b>Assessment Results (Pass/Fail)</b>	Yes
<b>Subject Panel</b>	Midwifery&Specialist Nursing L9-11
<b>Moderator</b>	Gillian McTaggart
<b>External Examiner</b>	R Sandhu
<b>Accreditation Details</b>	UWS
<b>Changes/Version Number</b>	1.10 Slight modification to general details Core text and suggest reading updated. For AY22-23 EE and moderator updated

### Assessment: (also refer to Assessment Outcomes Grids below)

Formative assessment will be related to the development of the digital portfolio across the duration of the module.

Summative assessment: Submission of the completed work-based learning digital portfolio; reflective of the four pillars of advanced practice and verified by the Practice Supervisor.

This module is assessed as either: Pass or Fail. (100% module weighting)

(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.)

<b>Component 1</b>					
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Performance/ Studio work/ Placement/ WBL/ WRL assessment	✓	✓	✓	100	0

<b>Combined Total For All Components</b>	100%	0 hours
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## 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**

The School of HLS believes that education and practitioner diversity are central to achieving quality of midwifery care. Within the programme, quality of care, inclusiveness and employability are achieved by:

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

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

This module involves the development and application of theory. The module competence standards must be achieved for successful completion of the module. Anticipatory adjustments have or will be made and additional flexibility is available in teaching and learning strategies and assessment to promote accessibility of the module.

Disability disclosure is encouraged throughout recruitment, selection 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.

To enable the module to be responsive to the demand for equality and diversity, processes and procedures have been subject to Equality Impact Screening and where appropriate Equality Impact Assessment. Evaluation by all key stakeholders throughout the life of the module is also central to meeting our commitments.

**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)