University of the West of Scotland

Module Descriptor

Session: 2022/23

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Title of Module: NMC Assessment & Decision Making in Adv Pract

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Code: NURS11148	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Jen Pender		

Summary of Module

An advanced practitioner is an experienced and highly educated inidividual who manages the complete clinical care for their patient. The advanced practitioner role indicates a level of practice that is characterised by high level autonomous decision making, including assessment, diagnosis, treatment often with patients with complex multi-dimensional problems. The practitioner needs to be able to make decisions based on this that demonstrate high level expertise, knowledge and skills.

Thus the development of this role requires students on this module to be able to make clinical decisions and diagnostic based judgements which lead to the utilisation and application of appropriate interventions. This module therefore aims to prepare the student to further develop their knowledge and understanding of advanced skills in relation to patient history taking, systematic clinical examination and clinical decision making.

(Please note: When this module is offered as a core module on an approved NMC programme of study, there will be an additional requirement to complete a digital portfolio demonstrating advancing assessment and decisional-making skills. Details will be provided and assessed by the relevant Programme Leader/Team).

This module is delivered across two academic terms.

The above skills acquisition, contributes to the development of the **UWS Graduate Attributes**: <u>Universal</u> - critical thinking, analytical, inquiring, culturally aware, emotionally intelligent, ethically-minded, culturally aware, collaborative, research-minded and socially responsible; <u>**Work-Ready**</u> -knowledgeable, digitally literate, effective communicator, motivated, potential leader; and <u>**Successful**</u> -autonomous, incisive, creative, resilient and daring.aking skills to work competently, collaboratively and effectively within a complex and dynamic clinical environment.

- Advanced Communication and History Taking Skills.

- Clinical Assessment of various systems: e.g ENT, Respiratory, Cardiovascular, GIGU, Neurological and Musculoskeletal - using various clinical diagnostics tools.

- Child Protection, Vulnerable Persons and Mental Health Assessments.

- Clinical Decision-Making Theories in relation to Person-Centred Care and Realistic Medicine.

- Advanced Roles - accountability, leadership, communication in relation to the four pillars of advanced practice.

- This will enable the student to demonstrate and apply clinical decision making skills to work competently, collaboratively and effectively within a complex and dynamic clinical environment.

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. Critically apply theories and principles which underpin advanced assessment and clinical decision-making.

L2. Critical application of advanced assessment and decision-making skills.

L3. Utilise and demonstrate a person centred approach in advanced assessment and decision-making.

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. Demonstration of critical knowledge and understanding of a selection of principle theories and concepts relating to decision making, and the rationale underpinning

clinical assessment (immediate and on-going interventions)

Practice: Applied Knowledge and Understanding	SCQF Level 11. Drawing on a wide range of professional and clinical knowledge and skills to interpret, evaluate and manage clinical situations - through application of accurate clinical judgement and decision making.
Generic Cognitive skills	SCQF Level 11. Critically review, consolidate and extend clinical knowledge and skills in relation to the 4 pillars of advanced practice which are contextualised to your own sphere of practice.
Communication, ICT and Numeracy Skills	SCQF Level 11. Demonstrate clinical judgement in the interpretation, use and evaluation of appropriate patient data. Critically evaluate a wide range of numerical and graphical data obtained from patient monitoring.
Autonomy, Accountability and Working with others	SCQF Level 11. Demonstrate the ability to act as a role model through the development of academic and professional knowledge and skills applied to the advanced practice role. Demonstrate leadership and initiative with decision making skills within a MDT context.

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
This module is facilitated through a variety of blended learning approaches to facilitate the development of advanced assessment and decision-making skills. Students will be supported through e-learning and face-to-face sessions: core quality assured module resources; individual and group tutorial support; directed wider reading including access to electronic library resources and opportunities through various digital platforms.

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	20
Tutorial/Synchronous Support Activity	20
Independent Study	160
	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: Bickley, L.S., Szilagyi, P.G., Hoffman, R.M., and Soriano, R.P. (2021) Bates Guide to Physical Examination and History-Taking. 13th edn. Philadelphia: Wolters Kluwer Health/Lippincott, Williams, and Wilkins.

Baron, D. and Allan, D. (2015) Advanced Nursing Practice: Changing healthcare in a changing world. London: Palgrave.

Hopcroft, K. and Forte, V. (2014) Symptom sorter, 5th edn. London: Radcliffe.

Japp, A.G., Robertson, C., Wright, R., Matthew, J. and Robson, A. (2018) MacLeod's Clinical Diagnosis. 2nd edn: Edinburgh: Elsevier.

McGee, P. and Inman, C. (2019) Advanced Practice in Nursing and the Allied Health Professions. New Jersey: Wiley-Blackwell.

Price, B. (2019) Delivering Person-Centred Care in Nursing. London: SAGE.

Standing, M. (2010) Clinical judgement and decision-making in Nursing and interprofessional healthcare. Berkshire: Open University Press.

Trenoweth, S. and Moone, N. (2017) Psychosocial assessment in Mental Health. London: SAGE.

(**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

Programme Board	Midwifery & Specialist Nursing
Assessment Results (Pass/Fail)	No
Subject Panel	Midwifery&Specialist Nursing L9-11
Moderator	Jan Meechie
External Examiner	R Sandhu
Accreditation Details	NMC
Changes/Version Number	1.06 Module Delivery: Blended References: reviewed and updated. For AY22-23 MC and EE updated

Assessment: (also refer to Assessment Outcomes Grids below)

Assessment 1: Presentation/Poster (50% module weighting)

50% pass mark must be achieved.

Assessment 2: OSCE (50% module weighting)

50% pass mark must be achieved.

Both elements of the assessment must be achieved successfully.

(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
Presentation	✓	✓	✓	50	0

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Objective Structured Clinical Examinations (OSCEs)	✓	✓	✓	50	1
Combined Total For All Components				100%	1 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

The School of HLS believes that education and practitioner diversity are central to achieving quality of nursing 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 to the students own clinical practice area. The module competence standards must be achieved for successful completion of the module. Anticipatory

adjustments have been made and additional flexibility is available in teaching and learning strategies and assessment to promote accessibility of the module.

Disability disclosure is encouraged throughout the 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, 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)