



Module Descriptor

Title	NMC Assessment and Decision Making in Advanced Practice		
Session	2024/25	Status	Suspended
Code	NURS11148	SCQF Level	11
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Health and Life Sciences		
Module Co-ordinator	J Pender		

Summary of Module

An advanced practitioner is an experienced and highly educated individual who managed the complete 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 demonstrates high-level expertise, knowledge and skills.

Thus, the development of this role requires students on the 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 the patient history taking, systematic clinical examination and clinical decision making.

(Please note: when this module is offered as a standalone or where it is a core module on another programme of study, there may be an additional requirement to complete a digital portfolio demonstrating advancing assessment and decision-making skills. Details will be provided and assessed by the relevant Programme Leader/Team).

The module is delivered across two academic terms.

The above skills acquisition contributes to the development of the UWS Graduate Attributes: Universal – critical thinking, analytical, enquiring, 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 decision making skills to work competently, collaboratively and effectively within a complex and dynamic clinical environment.

Module Delivery Method	On-Campus¹ <input type="checkbox"/>	Hybrid² <input checked="" type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
Terms for Module Delivery	Term 1 <input type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input type="checkbox"/>	
Long-thin Delivery over more than one Term	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input checked="" type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

Learning Outcomes	
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.
L4	
L5	

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 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 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 11

¹ Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

² The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

³ Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

⁴ Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	Critically review, consolidate and extend clinical knowledge and skills in relation to the 4 pillars of advanced practice which are contextualised to your own practice.
Communication, ICT and Numeracy Skills	SCQF 11 Demonstrate clinical judgment 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 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.

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	20
Tutorial / Synchronous Support Activity	24
Independent Study	152
Asynchronous Class Activity	4
Please select	
Please select	
TOTAL	200

Indicative Resources
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/Lippencott Williams and Wilkins.

Cox, C. (2019) Physical Assessment for Nurses and Healthcare Professionals. 3rd Edn. Oxford: Wiley Blackwell.

Hill, B. and Fox, S. (2022). Advanced Clinical Practice: at a Glance. New Jersey: Wiley Blackwell.

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

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

Norman, I., and Ryrie, I. (2018) The Art and Science of Mental Health Nursing: Principles and Practice. 4th Edn. Maidenhead: Open University Press.

Standing, M. (2020) Clinical Judgement and Decision Making in Nursing. 4th Edn. California: SAGE.

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)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#), Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

The School of HLS believes that education and practitioner diversity are central to achieving quality 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.

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 strategies and assessment to promote accessibility of the module.

Disability disclosure is encouraged throughout 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.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Adult Nursing Community Health
Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input type="checkbox"/> No If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.
School Assessment Board	Community and Health
Moderator	J Meechie
External Examiner	R Sandhu
Accreditation Details	NMC
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Poster Presentation

Assessment 2

Virtual OSCE

Assessment 3

(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 Module Handbook.)

Component 1

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Poster Presentation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50%	0

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
VOSCE	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50%	1

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	1 hours

Change Control

What	When	Who