Module Descriptor

Title	Assessment of Capacity		
Session	2026/27	**Status**	Published
Code	NURS11151	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Anna Jack-Waugh		

Summary of Module

This module will equip students with an in-depth understanding of capacity in health care, that is, a person's ability to understand and process information that has been given in order to make decisions about accepting or rejecting any offered treatment or intervention.

When providing treatment or intervention for anyone who may lack capacity, it is essential to have the knowledge and skills to assess capacity and to know the appropriate steps to take when an individual's decision making is in doubt. This module takes a human rights-based approach to capacity and its assessment. It will provide students with the knowledge required to understand capacity issues, assess capacity and do so in a way that preserves dignity and recognises the needs of the individual and their significant others.

This module will contribute to developing UWS graduate attributes including critical thinking, analytical, enquiring and culturally aware collaborative research-minded graduate. One that is digitally literate and motivated, creative and resilient. Leading to success and enhanced work-related opportunities.

The module will provide the understanding and knowledge of capacity issues required by a variety of health and social care practitioners to meet the requirements of the Scottish Legislative Framework, where such professionals who have relevant qualifications and who have adequate training, can assess capacity with a view to enabling the treatment of people who may have capacity issues. Successful completion of this module provides academic preparation only for this role.

To provide the understanding and knowledge of capacity issues required to make capacity decisions, based on the requirements set within the Scottish Legislative Framework. While this module provides academic preparation for this role, other professional and local criteria will be required to become a capacity certificate signatory.

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☐	Online[3] ☒	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☒ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☐	Term 3	☒
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Critically assess the impact of capacity assessment on processes and outcomes for an individual and significant others whose capacity is questioned.
L2	Provide a sound rationale of the principles guiding the legislation, including an understanding of ethical decision making and human rights.
L3	Critically appraise a range of factors which may influence capacity and recognise the importance of interpersonal and interprofessional communication in capacity decision making.
L4	Critically reflect on the impact of their own and others beliefs, values and professional backgrounds and how these may affect capacity decisions.
L5	Analyse the suitability of a range of validated tools used to assist capacity judgements, and give clear rationales for their use.

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** Demonstrate extensive knowledge and critical understanding of contemporary theory, principles and concepts in relation to the assessment of capacity. Critical appraisal of current systems of decision making and appropriate legislation.

[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

	Recognise the need for capacity assessment and associated application of legislation in the context of treatments which lie within their professional remit.
Practice: Applied Knowledge and Understanding	**SCQF 11** Source, apply and demonstrate the use of a range of standard and specialised research literature and materials associated with their subject discipline or sector and in this topic area. Further, enhance professional development by making use of a variety of evidence-based resources that may assist in decision-making in the workplace.
Generic Cognitive skills	**SCQF 11** Apply critical analysis, evaluation and synthesis skills to contemporary issues which may impact on those people who lack capacity. Develop creative and original responses when analysing capacity issues in theory and practice. Identify, conceptualise and define new and abstract problems and issues.
Communication, ICT and Numeracy Skills	**SCQF 11** Use a range of ICT applications to support and enhance work at this level and apply adjustments to features to suit their purpose. Undertake critical evaluations of a wide range of statistical and graphical data. Communicate using an appropriate method for a range of audiences with different levels of expertise.
Autonomy, Accountability and Working with Others	**SCQF 11** Demonstrate autonomy and/or initiative and make an identifiable contribution to change and development and/or new thinking. Utilise a critical understanding of complex ethical issues in relation to promoting the autonomy of individuals who lack capacity with people requiring health and/or social care, the wider public and their peers.

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. This module is delivered as fully distance learning via the Virtual Learning Environment (VLE). Students will take part in a range of online student-centred activities with the lecturer and student peers, via the VLE. They will have access to direct synchronous individual and tutorial support from their tutors and directed learning via the VLE system. This will be aided by asynchronous online discussion boards; virtual learning activities; tutorials; directed wider reading including access to the library, e-books and links to external documents, government reports, international and national research, policies and protocols. Participants will be encouraged to take control of their own learning and become self-motivated learners. This approach recognises the wealth of knowledge and richness of

experience students may already have at their disposal. Students will be expected to work through the module materials via the VLE, independently. This will assist in enhancing skills of collaboration, communication, presentation, problem-solving and critical reflection of themselves.

Module content reflects societal diversity and a rights-based approach to policy and practice. To promote accessibility, anticipatory adjustments have been made to teaching and learning strategies eg availability of electronic copies of lecture materials. Further reasonable adjustments can be made for students who have been assessed as requiring specific adjustments eg, specialised equipment for studying.

The learning activities for both on-line and face-to-face delivery are outlined in the next section.

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)
Tutorial / Synchronous Support Activity	12
Personal Development Plan	6
Asynchronous Class Activity	42
Independent Study	140
n/a	
n/a	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Hughes J.C., Balwin C. (2006) Ethical Issues in Dementia Care: Making Difficult Decisions (Bradford Dementia Group Good Practice Guides). London, Jessica Kingsley.

Bingham, S. (2012) Refusal of treatment and decision-making capacity. Nursing Ethics, 19(1), pp. 167–172. Available at: http://nej.sagepub.com/content/19/1/167.full.pdf+html

Hermann, H.,Trachsel, M., Biller-Andorno, N. (2015) Physicians' personal values in determining medical decision-making capacity: a survey study. Journal of Medical Ethics. medethics-2014, pp.1-6. doi:10.1136/medethics-2014-102263

Hughes J.C., Balwin C. (2006) Ethical Issues in Dementia Care: Making Difficult Decisions (Bradford Dementia Group Good Practice Guides). London, Jessica Kingsley.

Hughes, J.C.(2014) How we think about dementia: personhood, rights, ethics, the arts and what they mean for care. London, Jessica Kingsley.

MacIntyre G., Stewart, A., McCusker, P. (2018) Safeguarding Adults: Key Themes and Issues. Basingstoke, Palgrave.

Mental Welfare Commission for Scotland (2018) The Law: Mental Health (Care and Treatment) Scotland Act 2003 and the Mental Health (Scotland) Act 2015.

Available at: https://www.mwcscot.org.uk/the-law/mental-health-act/

Mughal A.F., Richards S.(2015) The Deprivation of Liberty Safeguards (DoLS) Handbook. Hounslow, Books Wise Publications Ltd

Russ, T.C., Thomson A., Lyons D.(2015) Medical certification of incapacity in guardianship applications: conceptualising capacity. BJPsych Bulletin, 39(5), pp. 1-4, doi:10.1192/pb.bp.113.044719

MacIntyre G., Stewart, A., McCusker, P.(2018) Safeguarding Adults: Key Themes and Issues. Basingstoke, Palgrave.

Scottish Government (2018) Topic: The Adult Support and Protection (Scotland) Act 2007 Available at http://www.gov.scot/Topics/Health/Support-Social-Care/Adult-Support-Protection

Sheffield City Council (2015) Health & Social Care: Adult care: Abuse: Info for Professionals: MCA and DOLS: Deprivation of Liberty. Professionals - Deprivation of Liberty Safeguards (DOLS). Available at: https://www.sheffield.gov.uk/caresupport/adult/adult-abuse/professionals/mcadols/deprivation-of-liberty.html

Mental Welfare Commission for Scotland (2018) The Law: Mental Health (Care and Treatment) Scotland Act 2003 and the Mental Health (Scotland) Act 2015.

Available at: https://www.mwcscot.org.uk/the-law/mental-health-act/

Mughal A.F., Richards S.(2015) The Deprivation of Liberty Safeguards (DoLS) Handbook. Hounslow, Books Wise Publications Ltd

Russ, T.C., Thomson A., Lyons D. (2015) Medical certification of incapacity in guardianship applications: conceptualising capacity. British Journal of Psychology Bulletin, 39(5), pp. 1-4. doi:10.1192/pb.bp.113.044719

Scottish Government (2008)About the Adults with Incapacity (Scotland) Act 2000. Available at:http://www.gov.scot/Publications/2008/03/25120154/1

Scottish Government (2018) Topic: The Adult Support and Protection (Scotland) Act 2007. Available at http://www.gov.scot/Topics/Health/Support-Social-Care/Adult-Support-Protection

(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 attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.

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

The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, if you are studying F/T, there is an on-campus expectation. You are expected to attend these campus sessions each week to keep up with the module page and learning material. If you are studying P/T, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with online learning activities in your own time, course-related learning resources, engaging with scheduled live sessions online, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate and complete your self-directed learning activities in a timely manner. It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the

module work. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities.

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. This module is appropriate for all students. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. In line with the Equality Act 2010 and UWS Refreshed Equality Outcomes 2021 - 2025 Public Sector Equality Duty Mainstreaming and Equality Outcomes Report 2021 (uws.ac.uk) (pp. 37 - 39) the School of Health and Life Sciences encourages the disclosure of support requirements, including disability, at the recruitment stage 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. The School will endeavour to make reasonable adjustments to teaching and learning approaches and arrangements for assessment, and (when applicable) periods of placement, where appropriate. All learning materials, activities and scenarios will utilise a diverse range of patients to reflect the diversity of students.
(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	**Mental Health Nursing Midwifery Health**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **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	MHMH L9-11
Moderator	Louise Ritchie
External Examiner	G Truscott
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
A marked Asynchronous Discussion Forum that examines the rights, responsibilities and ethics of capacity decision making.
Assessment 2

An in-depth case study exploring and evaluating significant issues for a person who may lack capacity or who has had their capacity questioned while requiring a medical, health or social care intervention.
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**
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral	☒	☒	☒	☐	☐	30	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Case study	☒	☒	☒	☒	☒	70	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	**When**	**Who**
Coordinator changed to A Jack-Waugh. Moderator changed to L Ritchie	30.08.2024	A Jack-Waugh