



Module Descriptor

Title	Advanced Clinical Assessment and Decision Making		
Session	2024/25	Status	New
Code	NURS11173	SCQF Level	11
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Health and Life Sciences		
Module Co-ordinator	Jen Pender		
Summary of Module			
<p>An advanced practitioner is an experienced and highly educated individual who manages 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, and management for patients with complex multidimensional health needs.</p>			
<p>The Advanced Clinical Assessment and Decision-making module provides learning and development of the physical examination, clinical decision making, and consultation skills required of an advanced practitioner, preparing students for autonomous working practices. The module focuses on comprehensive history taking, physical examination of all systems, identification of red flags and differential diagnosis. Students are encouraged to identify their scope of competence and in doing so make decisions related to patient safety, management of risk, referral and escalation. Module content and learning outcomes align with the nationally agreed advanced practice competencies within Transforming Roles, paper 7 (Scottish Government, 2021) and the NHS Education for Scotland NMAHP Development Framework for a Level 7 Advanced Practitioner (Scottish Government, 2017).</p>			
<p>This module embraces the concept of Mastersness described in the QAA Scotland (2013) 'Facets of Mastersness' toolkit. Students are encouraged to reflect on learning achievements, experiences, and the implications these have for their future development. Further, the module embraces the three overarching UWS Graduate Attributes that state that our students on graduation will be Universal, Work-ready and Successful. This includes being critical, analytical, and inquiring with cultural awareness. Students will be research minded, digitally literate, motivated, creative, and resilient, leading to success and enhanced work-related opportunities.</p>			

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 checked="" 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 type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
L1	Demonstrate a safe, systematic and critical approach to advanced clinical assessment and examination skills.
L2	Critically justify evidence-based approaches to history taking and synthesise the information gathered to underpin safe clinical decision making.
L3	Critically apply theory and evidence that underpin clinical decision making to inform differential diagnosis and identification of red flags in a diverse range of clinical presentations recognising own scope of competence.
L4	Demonstrate a collaborative, person-centred approach to advanced assessment in the role of an autonomous advanced practitioner which encompasses shared decision making.
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 Demonstrate knowledge and application of evidence-based practice and theory to underpin professional practices in the context of Advanced Practice roles across a range of health care settings
Practice: Applied Knowledge and Understanding	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

	Demonstrate the safe application of advanced clinical skills and autonomy underpinned by highly complex decision making which prioritises patient safety.
Generic Cognitive skills	SCQF 11 Critically consolidate theory and evidenced based practice which underpin clinical decision making and informs autonomous, high-level decision making.
Communication, ICT and Numeracy Skills	SCQF 11 Use a wide range of ICT applications to support and enhance practice with the advanced practitioner role. Communicate, using appropriate methods, to a range of audiences with varying levels of knowledge and expertise.
Autonomy, Accountability and Working with Others	SCQF 11 Exercise autonomy and initiative within the scope of advanced practice which demonstrate the ability to manage highly complex clinical presentations.

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

Learning and Teaching
<p>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.</p> <p>The module will utilise both online and face-to-face teaching in a contemporary, hybrid format to support students in developing the knowledge and skills required to meet the learning outcomes. Learning and teaching strategies reflect the UWS (2023) Curriculum Framework, contact hours are identified by Laboratory/Practical/Demonstration/Workshop and Tutorial/Synchronous Support Activity hours detailed below. Students will receive a timetable that clearly outlines online and on-campus attendance and engagement requirements.</p> <p>On-campus and synchronous online sessions will provide active and collaborative activities which encourage student led learning. Synchronous online sessions will capitalise on the latest digital technology with interactive workshops and tutorials. On-campus sessions will be delivered at the UWS Lanarkshire Campus, which offers state of the art technology within the Clinical Skills facilities, utilising simulation and scenario-based approaches to enhance authentic student learning experiences.</p> <p>The Asynchronous class activity detailed below, provides an opportunity for students to prepare for and consolidate the synchronous online and on-campus laboratories, workshops and tutorials. Structured and directed asynchronous activities are provided within our virtual learning platform, ensuring preparation requirements are clearly articulated whilst allowing flexibility to support student engagement and recognising the requirements of employment.</p>

Work-based learning is a key component of this module and will be undertaken within the student's own current clinical role. Learning will be supervised and supported by an experienced clinical supervisor identified by the student at the point of admission. WBL activities relevant to the module learning outcomes will be signposted to students, supporting development of knowledge, understanding and skills development and allowing contextualisation and consolidation of university-based learning to further underpin module learning outcomes.

Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Work-based Learning	30
Laboratory / Practical Demonstration / Workshop	46
Independent Study	82
Asynchronous Class Activity	40
Tutorial / Synchronous Support Activity	2
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., Bates, B. (2023) Bates' Guide to Physical Examination and history taking. 13th Edn. Philadelphia, PA.; London: Lippencott Williams & Wilkins.

ISBN : 978-1975210540

Innes, J. A., Dover, A. R., Fairhurst, K. (2023) Macleod's Clinical Examination. 15th Edition. Edinburgh: Elsevier.

Ebook.

ISBN-13 : 978-0323847704

(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](#).

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. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support, and adjustment to assessment practice will be provided in accordance with UWS policy and regulations.

(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	Pam Young
External Examiner	
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input type="checkbox"/> No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)**Assessment 1**

Both formative and summative assessment strategies will be utilised within the module. Early and ongoing formative assessment will be incorporated to facilitate the process of student development of clinical skills within the simulated environment, providing both feedback and feed-forward to enable this process. Students, as partners in their own learning, will co-create formative assessment that supports their individual learning needs and goals. Formative approaches will facilitate achievement of module learning outcomes and may include activities such as: peer assessment, self-assessment & reflection, oral presentations, mind maps, written summaries and video recordings. Summative assessment is in the form of an OSCE (Objective Structured Clinical Examination) where students demonstrate achievement of the module learning outcomes.

Assessment 2**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
OSCE	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	100%	1.5

Component 2							
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"/>		

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%	hours

Change Control

What	When	Who