Module Descriptor

Title	UWS Advanced Practice Portfolio		
Session	2026/27	**Status**	Published
Code	NURS11181	**SCQF Level**	11
Credit Points	0	**ECTS (European Credit Transfer Scheme)**	0
School	**Health and Life Sciences**		
Module Co-ordinator	Gillian McTaggart		

Summary of Module

The UWS Advanced Practice portfolio allows students on the MSc Advanced Practitioner programme to evidence achievement of required competencies within their own area of practice. It spans the first two years of the programme and, although assessed in term 3 of year 2, represents an accumulation of activity across these years.

The portfolio consists of a competency framework, specific to the chosen pathway (Acute, Mental Health, Specialist, Urgent and Primary Care), with competencies linked to the learning from the core and optional modules within the MSc Advanced Pracitioner programme and mapped to the four pillars of practice: Clinical Practice, Facilitation of Learning, Evidence, Research and Development and Leadership.

Achievement of these competencies is evidenced through work based assessments, feedback and reflections using the structured learning forms within the Turas platform including Case-based discussions, Mini-CEX feedback forms (record of observed clinical examination assessments), generic feedback forms and reflective accounts.

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)	

[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

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	Demonstrate practical application of Advanced Practice Clinical Practice Competencies.
L2	Demonstrate practical application of Advanced Practice Facilitaiton of Learning Competencies.
L3	Demonstrate practical application of Advanced Practice Evidence, Research and Development Competencies.
L4	Demonstrate practical application of Advanced Practice Leadership Competencies.
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 role.
Practice: Applied Knowledge and Understanding	**SCQF 11** Demonstrate the safe application of advanced practice 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

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 allows evidence of competencies related to learning from core/option modules within the MSc Advanced Practitioner programme through work based learning and assessments.

The learning hours associated with the UWS Advanced Practice Portfolio are included in the hours within the core and option modules. This module is created as a focus point where the learning can be demonstrated and assessed.

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)
Work-based Learning	0
n/a	
n/a	
n/a	
n/a	
n/a	
TOTAL	0

Indicative Resources

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

Scottish Government (2017a) Transforming nursing, midwifery and health professions roles: introduction. Available at: Transforming nursing, midwifery and health professions roles: introduction - gov.scot (www.gov.scot)

Scottish Government (2017b) Transforming Nursing Midwifery and Health Professions' Roles: Advanced Nursing Practice: Paper 2: Available: Transforming nursing, midwifery and health professions roles: advance nursing practice - gov.scot (www.gov.scot)

Scottish Government (2018) Transforming nursing midwifery and health profession roles: education and career development Transforming nursing, midwifery and health professions roles: education and career development - gov.scot (www.gov.scot)

Scottish Government (2021a) Transforming Nursing Midwifery and Health Professions' Roles: Paper 7 : Available: Advanced nursing practice - transforming nursing roles: phase two - gov.scot (www.gov.scot)

Scottish Government (2021b) Transforming Nursing, Midwifery And Health Profession (NMaHP) roles: review of Clinical Nurse Specialist and Nurse Practitioner roles within Scotland: Paper 8 Available: Transforming Nursing, Midwifery And Health Profession (NMaHP) roles: review of Clinical Nurse Specialist and Nurse Practitioner roles within Scotland - gov.scot (www.gov.scot)

(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:** The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with learning resources and work based learning and with timely completion and submission of assessments.

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.
(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	☒ **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	Community and Health
Moderator	Kelly McCourtney
External Examiner	H Gray
Accreditation Details	

Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Portfolio of practical work
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**
Portfolio of practical work	☒	☒	☒	☒	☐	100	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

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**
