



## Module Descriptor

<b>Title</b>	Clinical Assessment		
<b>Session</b>	2024/25	<b>Status</b>	Published
<b>Code</b>	NURS09155	<b>SCQF Level</b>	9
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	10
<b>School</b>	Health and Life Sciences		
<b>Module Co-ordinator</b>	Pamela Young		
<b>Summary of Module</b>			
<p>There is an increasing demand to develop a workforce that is adaptive to national and local care policy drivers. An important element of this service will be the delivery of care by highly skilled and autonomous practitioners within an overall framework of Interprofessional Practice, that complements strategic role development and transformation.</p> <p>This module has been designed for health care professionals registered with either NMC or HCPC backgrounds, who require as part of their role, structured Clinical Assessment knowledge and skills. Students must have the support of their line manager and a clinical supervisor and be working in a clinical role where they can gain exposure to, and develop competence in, Clinical Assessment.</p> <p>As such, students will develop a critical understanding of their professional practice and enhance knowledge, clinical decision making and competency in the following key areas of practice: primary assessment, consultation skills, history taking, clinical examination and differential diagnosis. In particular the examination of the major anatomical systems utilising an inspection, palpation, percussion and auscultation approach. Practitioners undertaking this module shall also critically examine relevant legal, ethical and professional issues pertinent to the expanding practitioner role.</p> <p>The above skills acquisition contributes to the development of the UWS Graduate Attributes: Universal critical thinking, analytical, inquiring, culturally aware, emotionally intelligent, ethically-minded, collaborative, research-minded and socially responsible; Work-Ready - knowledgeable, digitally literate, effective communicator, motivated, potential leader; and Successful -autonomous, incisive, creative, resilient and daring.</p>			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input type="checkbox"/>	<b>Online<sup>3</sup></b> <input checked="" type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input checked="" type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
<b>Terms for Module Delivery</b>	Term 1 <input checked="" type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input type="checkbox"/>	
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

<b>Learning Outcomes</b>	
<b>L1</b>	Demonstrate critical application and understanding of enhanced knowledge and skills in the clinical assessment, examination and management of patients
<b>L2</b>	Apply knowledge and understanding in a range of specialist skills for clinical assessment, including immediate management, referral and/or discharge.
<b>L3</b>	Demonstrate the ability to exercise autonomy and accountability in patient management as part of the interdisciplinary team, and deal with complex ethical, professional and legal issues.
<b>L4</b>	
<b>L5</b>	

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 9</b> The student will gain an enhanced critical knowledge and understanding of the theories, concepts and principles required for the assessment of patients within an Unscheduled Care environment.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 9</b> The student will apply knowledge and understanding in the critical application of specialised skills, required for the assessment of patients across the lifespan, within an Unscheduled Care environment.

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

<b>Generic Cognitive skills</b>	<b>SCQF 9</b> The student will critically analyse complex clinical presentations and demonstrate critical decision making skills within a framework of accountability and professional practice.
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 9</b> The student will apply enhanced communication strategies in the assessment and examination of patients and in communication with other members of the interdisciplinary team/significant others.
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 9</b> The student will be able to exercise autonomy and accountability within the framework of professional practice, as part of the health care team, under the guidance of a qualified senior practitioner.

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b> Registered with NMC or HCPC. Clinical supervision required. Managerial support required.	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>	
<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>This module is delivered fully online via an online learning platform.</p> <p>The module aims to integrate the theory and practice of Clinical Assessment and the ongoing needs of patients in a variety of clinical settings. Students will be introduced to module topics by a variety of online learning activities via an Interactive Online Environment. This includes Interactive Discussion Forums, Quizzes, and Online learning activities that encourage lifelong learning development, utilising the contemporary evidence base. Students are expected to contribute to the discussion forums to reflect on their own and their peer's development, provide peer support and continual module feedback thus actively engaging in the module development process.</p> <p>Students will apply critical knowledge, understanding and skills to their area of clinical practice and consolidate their learning by means of work-based learning activities, supported by a Clinical Assessor [agreed by the employer &amp; module coordinator].</p> <p>This module is assessed in both theory and practice and as such there are 2 components of assessment. Both components of assessment assess learning outcome 3 in order that the requirement for competent professional and ethical practice is demonstrated in both the theoretical and the practice context. The practice is assessed through the completion of a Work Based Assessment completed to support Work-Based Learning, thus assessing competency in the application of skills, within a professional context. Theoretical assessment is through submission of a written assessment reflecting the critical development of knowledge and understanding of the theory underpinning clinical assessment, within a professional context</p>	
<b>Learning Activities</b>	<b>Student Learning Hours</b>
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)

Tutorial / Synchronous Support Activity	10
Work-based Learning	50
Asynchronous Class Activity	40
Independent Study	100
Please select	
Please select	
<b>TOTAL</b>	200

### Indicative Resources

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

Cooper, N. and Frain, J. (2017) ABC of clinical reasoning [electronic resource] / edited by Nicola Cooper, John Frain. Chichester, England: Chichester, England : Wiley Blackwell BMJ Books, 2017.

Dimond, B. (2019) Dimond's legal aspects of nursing / Richard Griffith, Iwan Dowie. Legal aspects of nursing 8th. edn. Harlow, England ; New York: Harlow, England ; New York : Pearson, 2019.

Gill, D. (2018) Paediatric clinical examination made easy [electronic book] / Denis Gill, Niall O'Brien ; illustrated by Des Hickey. 6th edn. Edinburgh: Edinburgh : Elsevier, 2018.

Innes, J. A., Dover, A. R., Fairhurst, K., Britton, R. and Danielson, E. (2018) Macleod's clinical examination / edited by J. Alastair Innes, Anna R. Dover, Karen Fairhurst. Clinical examination 14th edn. Edinburgh ; London Edinburgh: Edinburgh ; London : Elsevier, 2018.

Japp, A., Robertson, C., Hennessey, I. and Macleod, J. (2018) Macleod's clinical diagnosis [electronic book] / edited by Alan G. Japp, Colin Robertson ; associate editor, Iain Hennessey. Clinical diagnosis 2nd edn. Edinburgh ; New York: Edinburgh ; New York : Churchill Livingstone/Elsevier, 2018.

Lugg, J. (2016) Rapid emergency & unscheduled care / Jason Lugg, Oliver Phipps. Rapid emergency and unscheduled care Chichester, West Sussex, UK ; Hoboken, NJ: Chichester, West Sussex, UK ; Hoboken, NJ : Wiley Blackwell/John Wiley & Sons Inc., 2016.

Standing, M. (2010) Clinical Judgement And Decision-Making In Nursing And Inter-Professional Healthcare [electronic book] : Nursing and Interprofessional Healthcare. Maidenhead: Maidenhead : McGraw-Hill Education, 2010.

Trenoweth, S. and Moone, N. (2017) Psychosocial assessment in mental health [electronic book] / edited by Steve Trenoweth, Nicola Moone. Los Angeles: Los Angeles : SAGE, 2017

In addition to these texts, students will be directed to a wide range of contemporary local, national and international materials, as required, to support the module content and learning outcomes.

**(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](#).

(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

<b>Divisional Programme Board</b>	<b>Adult Nursing Community Health</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input checked="" 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.
<b>School Assessment Board</b>	Adult Nursing and Community Health
<b>Moderator</b>	Jan Meechie
<b>External Examiner</b>	Moyra Journeaux
<b>Accreditation Details</b>	
<b>Module Appears in CPD catalogue</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Changes / Version Number</b>	2.13

### Assessment (also refer to Assessment Outcomes Grids below)

#### Assessment 1

Case Study,(2000 words), 100% of the final module mark.

A grade of 40% must be achieved in this component of assessment.

#### Assessment 2

Work Based Learning:Competency Based Portfolio

The component of assessment is graded pass-fail, with 0% weighting A pass grade is required to achieve an overall module pass.

#### 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.)

<b>Component 1</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Case Study	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100	0

<b>Component 2</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Placement work based learning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	0

<b>Component 3</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Combined total for all components</b>						100%	0 hours

### Change Control

<b>What</b>	<b>When</b>	<b>Who</b>