Module Descriptor

Title	Clinical Assessment		
Session	2026/27	**Status**	Published
Code	NURS09155	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Pamela Young		

Summary of Module

The Nursing, Midwifery and Allied Health Professional framework(NMAHP) sets out key knowledge and skills behaviours that will support practitioners develop skills to provide healthcare in the 21st century context.

This module has been designed for health care professionals identified as being at lev 5 of the NMAHP framework, to develop their skills in structured Clinical Assessment.

Students will develop a critical understanding of the knowledge and skills required to safely and competently examine patient's in the following key areas of practice: primary assessment, consultation skills, history taking, clinical examination, differential diagnosis and red flags. Examination of major anatomical systems will utilise structured contemporary methods. Practitioners undertaking this module shall also critically examine relevant legal, ethical and professional issues pertinent to the expanding practitioner role.

Students undertaking this module, must secure the support of their line manager to practice within the clinical area, and have an identified clinical supervisor with formal skills in Clinical Assessment.

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.

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	Demonstrate critical application and understanding of enhanced knowledge and skills in the clinical assessment, examination and management of patients
L2	Apply knowledge and understanding in a range of specialist skills for clinical assessment, including immediate management, referral and/or discharge.
L3	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.
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 9** 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.
Practice: Applied Knowledge and Understanding	**SCQF 9** 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.

[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

Generic Cognitive skills	**SCQF 9** The student will critically analyse complex clinical presentations and demonstrate critical decision making skills within a framework of accountability and professional practice.
Communication, ICT and Numeracy Skills	**SCQF 9** 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.
Autonomy, Accountability and Working with Others	**SCQF 9** 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.

Prerequisites	**Module Code**	**Module Title**
	Other Registered with NMC or HCPC. Clinical supervision required. Managerial support required.	
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 fully online via an online learning platform. 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 synchronous tutorials that will be recorded and made available for asynchronous viewing, Interactive Discussion Forums, Quizzes, and Online learning activities that encourage lifelong learning development. 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. 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 Supervisor[agreed by the employer & module coordinator]. 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 practical application 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 via a Virtual Observed Structured Clinical Examination(VOSCE) reflecting the critical development of knowledge and understanding of the theory underpinning clinical assessment, within a professional context.	
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	20
Work-based Learning	50
Asynchronous Class Activity	16
Independent Study	114
n/a	
n/a	
TOTAL	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 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:
100% attendance is expected in this module. If your attendance falls below 80%, you will be contacted, in adherence to the 24/25 UWS Student Attendance and Engagement Procedure, and may be asked to agree a re-engagement support plan.

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	**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	Kirsty Ferrie
External Examiner	H Gray
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	3

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Virtual online OSCE, 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.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Objective Structured Clinical Examinations (OSCEs)	☒	☒	☒	☐	☐	100	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Performance/ Studio work/ Placement/ WBL/ WRL assessment	☒	☒	☒	☐	☐	0	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**