



Module Specification

Assessment and Decision Making

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Part 1: Information

Module title: Assessment and Decision Making

Module code: UZZYCM-30-2

Level: Level 5

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Health & Applied Sciences

Department: HAS School of Health and Social Wellbeing

Partner institutions: None

Field: Mental Health and Learning Disability

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: The module will introduce the challenges of providing safe, effective, and person-centred nursing care for the four fields of nursing and individuals with co-morbidities and complex care needs, who may become acutely ill. This module will be delivered within each field.

Features: Not applicable

Educational aims: The module will enable nursing students to demonstrate advancing practice assessment and decision-making skills when working with individuals and families at risk, by critically analysing and evaluating contemporary legislation, knowledge, policy, and interventions. The students will examine and identify how to assess the needs of people and families for care at the end of life, including requirements for palliative care, decision making related to their treatment and care preferences. This module will also support students to develop understanding of the principles of health economics and their relevance to resource allocation in health and social care organisations and other agencies.

Outline syllabus: The indicative content of the module will focus on the Nursing and Midwifery Council (NMC) Future Nurse Standards (2018) and the content will include:

Assessment of the acutely ill adult and children and young people across a lifespan with complex care needs.

Theory around decision making

Values based approach to healthcare delivery

MDT working and collaboration with families and carers across the lifespan, true collaboration from the start of all health care contact.

Development of advancing practice assessment needs should include the diversity of our communities and cultural competency.

Critical thinking and application to the diversity of practice.

Theory of decision making and linking this to the collaboration approach.

Health inequalities in relation to the assessment process and clinical reasoning and decision-making.

Communication and reasonable adjustments in relation to the assessment process and clinical reasoning and decision-making.

Evaluation process following on from the assessment process, the accountable professional: legal, regulatory, and ethical values, equality, and diversity legislation with application to non-discriminatory practice, mental capacity, safeguarding and vulnerability, record keeping and documentation.

A fundamental aspect of nursing practice is to ensure that the care provided is inclusive and recognises diversity. Therefore, all modules within this programme have included the principles of globalisation, equality, diversity and inclusivity. Consideration has been given to module titles, the module description, the assessment, learning outcomes and the reading list.

Part 3: Teaching and learning methods

Teaching and learning methods: A range of learning and teaching activities will be utilised to support student learning and could include:

Lead lectures which may be delivered online or face to face

Teaching will be delivered within fields

Seminars focused on considering ethical issues

Experts by experience narratives and input

Student led group work

Using the evidence base students will engage in critical discussions.

Problem-and enquiry-based learning

Self-directed learning skills will be utilised by students to focus their individual learning.

Experiential learning - using for example simulation suites

Skills and Simulation

All teaching and learning materials will be digitally accessible (The Public Sector Bodies Accessibility Regulations 2018).

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Demonstrate knowledge and understanding of the values-based approach underpinning assessment, the process of clinical reasoning or formulation and integration into care or treatment planning.

MO2 Demonstrate the knowledge, skills, and ability to think critically when applying evidence and drawing on experience to make evidence informed decisions in all situations.

MO3 Utilise a Values Based practice approach to critically appraise and apply information about health outcomes when supporting people and families to manage and make choices their healthcare needs.

MO4 Demonstrate an understanding of promoting and maintaining non-discriminatory practice.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link <http://rl.talis.com/3/uwe/lists/A6A9EF14-4DD9-CAE5-8592-E0721D4B28FB.html?draft=1&lang=en-GB&login=1>

Part 4: Assessment

Assessment strategy: The student is required within a simulated environment to independently assess and provide safe, effective, and person-centred nursing care for people who have co-morbidities and complex care needs or acutely ill.

Formative assessment: Formative Objective Structured Clinical Examinations (OSCE) will be undertaken throughout the module contributing to part of the student learning strategy. These will focus on holistic assessments that inform clinical reasoning and decision making.

Summative assessment: Assessment is by way of an OSCE requiring the demonstration of safe and informed clinical reasoning and decision making, in relation to the assessment of a person with co-morbidities and complex care needs, demonstrating a systematic approach with appropriate interventions.

Component A

The summative OSCE is a timed observed assessment lasting 30 minutes maximum, including time for critical questioning.

Assessment tasks:

Practical Skills Assessment (First Sit)

Description: Objective Structured Clinical Examination (OSCE) 30 minutes

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Practical Skills Assessment (Resit)

Description: Objective Structured Clinical Examination (OSCE) 30 minutes

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Nursing (Mental Health) [UCS] BSc (Hons) 2022-23

Nursing (Children and Young People) [Sep][FT][Glenside][3yrs] BSc (Hons) 2022-23

Nursing (Adult)[Glenside] BSc (Hons) 2022-23

Nursing (Adult) [UCS] BSc (Hons) 2022-23

Nursing (Learning Disabilities) [Glenside] BSc (Hons) 2022-23

Nursing (Mental Health) [Glenside] BSc (Hons) 2022-23

Nursing (Children and Young People) [Glenside] BSc (Hons) 2022-23

Nursing (Mental Health) {Apprenticeship-UWE} [Sep][FT][Glenside][4yrs] BSc (Hons) 2021-22

Nursing (Learning Disabilities) {Apprenticeship-UWE} [Sep][FT][Glenside][4yrs] BSc (Hons) 2021-22

Nursing (Children and Young People) {Apprenticeship-UWE} [Sep][FT][Glenside][4yrs] BSc (Hons) 2021-22

Nursing (Adult) {Apprenticeship-UWE} [Sep][FT][Glenside][4yrs] BSc (Hons) 2021-22

Nursing (Adult) {Apprenticeship-UCS} [Oct][FT][UCS][4yrs] BSc (Hons) 2021-22

Nursing (Mental Health) {Apprenticeship-UCS} [Oct][FT][UCS][4yrs] BSc (Hons) 2021-22

