Module Descriptor

Title	Advanced Treatment and Management in Specialist Practice		
Session	2026/27	**Status**	Published
Code	NURS11177	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Pamela Young		

Summary of Module

This module has been designed to meet the needs of healthcare professionals wishing to progress their specialist role to align with profession-based expectations of advanced level practice underpinned by the four pillars of Advanced Practice (NHS Education for Scotland, 2024). The module will facilitate contextualisation of Advanced Practice theory to develop new understanding in their specialised clinical role. Focus will be on multi-disciplinary approaches to care delivery in multiple healthcare settings underpinned by professional frameworks, evidence and governance.

The student's knowledge of advanced level assessment will be further developed by an understanding of the wider aspects of assessment within a specialist field. Application of advanced analysis and complexity will be key skills achieved through the module learning outcomes. Students will be empowered with the confidence and competence to work in areas of uncertainty or where there is a lack of professional guidance to ensure their practice is safe, person centred and compassionate. Learning activities will strengthen students' ability to identify, conceptualise, and provide solutions to contemporary healthcare issues. The module will encompass collaborative ways of working that develop the students' ability to work across differing healthcare settings and within health and social care partnerships. Reflection and reflexivity will be encouraged through learning activities and discussions in safe, student centric spaces facilitating professional development and growth; furthermore, online activities will support personal resilience through identification of environmental and personal support mechanisms that will enable students to manage multi-task working in challenging environments.

Module content and learning outcomes align with the nationally agreed advanced practice competencies within Transforming Roles, paper 7 (Scottish Government, 2021) and Advanced Specialist Competencies within Transforming Roles Paper 8 (Scottish Government, 2021) and the NHS Education for Scotland NMAHP Development Framework for a Level 7 Advanced Practitioner (Scottish Government, 2017). 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.

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 a conceptual and analytical application of advanced assessment and diagnosis specific to their area of speciality and scope of competence.
L2	Apply a critical knowledge and understanding of common investigations within the specialism and the interpretation of findings to assist with reaching a safe and appropriate working diagnosis.
L3	As an autonomous advanced practitioner, demonstrate a holistic collaborative, person centred approach to the treatment and management across healthcare settings.
L4	Demonstrate a critical awareness of new and emerging evidence-based practice relating to the specialism and apply in a safe and person-centred way.
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** A critical understanding of the theories, concepts and principles of Advanced Specialist Practice A critical awareness of the current and contextual issues in Advanced Specialist Practice
Practice: Applied Knowledge and Understanding	**SCQF 11** Apply a significant range of Advanced professional skills within own specialism

[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

	Practice at the forefront of developments within specialism utilising Advanced professional skills
Generic Cognitive skills	**SCQF 11** Apply critical analysis, evaluation and synthesis on issues within specialism to practice at an advanced level Identify, conceptualise and define new and abstract problems and issues within Advanced Specialist Practice
Communication, ICT and Numeracy Skills	**SCQF 11** Use a wide range of routine and advanced communication skills appropriate to audiences with different levels of knowledge/expertise Undertake critical evaluations of a wide range of numerical and graphical data
Autonomy, Accountability and Working with Others	**SCQF 11** Exercise substantial authority and exercise a high level of autonomy and initiative in professional and equivalent activities Work in peer relationships with peer practitioners Manage complex ethical and professional issues and make informed judgements on issues not addressed by current professional and/or ethical codes of practice

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. 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. 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 to facilitate scenario-based workshops and discussions to enhance authentic student learning experiences. 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 environment, ensuring preparation requirements are clearly articulated whilst allowing flexibility to support student engagement and recognising the requirements of employment. 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 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	2
Laboratory / Practical Demonstration / Workshop	46
Work-based Learning	30
Asynchronous Class Activity	40
Independent Study	82
n/a	
TOTAL	200

Indicative Resources

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

Hayden, J. (2022) Introduction to health behavior theory / Joanna Hayden. 4th edn. Burlington, MA: Burlington, MA : Jones & Bartlett Learning, 2019.

Marks, D. (2018) Health psychology : theory, research and practice / David F. Marks, Michael Murray, Brian Evans & Emee Vida Estacio. 5th edition. edn.: Los Angeles : SAGE.

(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:

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 scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate

in all scheduled live classes and complete your self-directed learning activities in a timely manner. It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities

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	Jen Pender
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

Both formative and summative assessment strategies will be utilised within the module. Early and ongoing formative assessment encompassing feedback and feedforward will be incorporated, allowing advice to be provided on content, presentation and academic skills necessary for the summative assessment. 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 4000 word written assignment where students demonstrate achievement of the module learning outcomes. Assessment 1 –4000-word written assignment Weighting 100% 50% Pass Mark must be achieved
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**
Essay	☒	☒	☒	☒	☐	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**
