



## Module Descriptor

<b>Title</b>	Advanced Treatment and Management - Urgent and Primary Care		
<b>Session</b>	2024/25	<b>Status</b>	
<b>Code</b>	NURS11178	<b>SCQF Level</b>	11
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	10
<b>School</b>	<b>Health and Life Sciences</b>		
<b>Module Co-ordinator</b>	Jonathan Johnston		
<b>Summary of Module</b>			
<p>Advanced Practitioners (AP) are required to work clinically with a high level of autonomy, with advanced knowledge and skills to make clinical decisions and judgements in complex situations, for which they are ultimately responsible. This module is suitable for APs and trainee APs in community and urgent and primary care settings.</p> <p>The module aims to provide the student with the underpinning advanced level knowledge and skills to deal with complex clinical situations using advanced decision-making skills in the assessment, diagnosis and management of patients, presenting with acute and chronic undifferentiated and/or undiagnosed clinical presentations across the lifespan. Common presentations in both adults and paediatrics along with themes such as remote consultations and triage, frailty and palliative care will be explored to help prepare students to autonomously manage the complete clinical care of patients in urgent, primary care and community settings and to demonstrate the ability to provide safe, effective, evidence-based care.</p> <p>Module content and learning outcomes align with the nationally agreed advanced practice competencies within Transforming Roles, paper 7 (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.</p>			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input checked="" type="checkbox"/>	<b>Online<sup>3</sup></b> <input 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 checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
<b>Terms for Module Delivery</b>	Term 1 <input type="checkbox"/>	Term 2 <input checked="" 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 a systematic and critical approach in the assessment and management of patients within urgent and primary care, utilising effective clinical reasoning and recognising diagnostic uncertainty including complex presentations across the lifespan.
<b>L2</b>	Apply a critical knowledge and understanding of common investigations within urgent and primary care and the interpretation of findings to assist with reaching a safe and appropriate working diagnosis.
<b>L3</b>	Critically appraise and evaluate current research and emerging developments in evidence-based practice to inform clinical decision making in urgent and primary care.
<b>L4</b>	As an autonomous advanced practitioner, demonstrate a collaborative, person centred approach to the treatment and management of patients presenting within urgent and primary care settings
<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 11</b> Demonstrate a detailed critical knowledge and understanding of a variety of common acute and chronic conditions presented within urgent and primary care setting.

<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

	<p>Develop an advanced knowledge and understanding in the assessment, diagnosis and management of the acute and chronic presentations presenting within urgent and primary care setting including specific patient groups, children and young adults, older people.</p> <p>Identify and critically appraise evidence-based approaches to the assessment investigations and management of patients presenting within the urgent and primary care setting</p>
<p><b>Practice: Applied Knowledge and Understanding</b></p>	<p><b>SCQF 11</b></p> <p>Critically review the role of an Advanced Practitioner and the necessary attributes required to work at an advanced level.</p> <p>Gain a comprehensive and critical understanding of the advanced assessment, diagnosis and management. of patients presenting within the urgent and primary care setting</p> <p>Critically analyse and evaluate evidence-based approaches the clinical reasoning and management of the within the urgent and primary care setting.</p>
<p><b>Generic Cognitive skills</b></p>	<p><b>SCQF 11</b></p> <p>Critically review, consolidate and extend knowledge, leadership and professional practice within the role of an Advanced Clinical Practitioner working in an urgent and primary care setting.</p> <p>Manage complex clinical presentations as they arise synthesising and evaluating all information available to make informed clinical decisions based on expert knowledge.</p> <p>Evaluate and critically reflect on significant clinical experiences and incidents to contribute to further learning and the development of strategies for continuing professional development.</p>
<p><b>Communication, ICT and Numeracy Skills</b></p>	<p><b>SCQF 11</b></p> <p>Demonstrate advanced communication skills to effectively communicate with patients, families and other members of the multidisciplinary team.</p> <p>Apply a wide range of verbal and non-verbal communication skills to demonstrate empathy and sympathy in difficult discussions such as breaking bad news to patients and/or families.</p> <p>Demonstrate the required level of numerical skills for safe and effective practice.</p>

<b>Autonomy, Accountability and Working with Others</b>	<p><b>SCQF 11</b></p> <p>The Advanced Practitioner will possess the skills and knowledge to demonstrate the ability to work autonomously and make autonomous decisions.</p> <p>Critically review and reflect one’s own knowledge and understanding of professional accountability in relation to working as an Advanced Practitioner.</p> <p>The Advanced Practitioner will utilise their leadership and communication skills to engage and influence other members of the multidisciplinary team and contribute to the transformation of change when necessary.</p>

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<p><b>Learning and Teaching</b></p>
<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>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.</p> <p>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 within the Clinical Skills facilities, utilising simulation and scenario-based approaches to enhance authentic student learning experiences.</p> <p>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 platform, ensuring preparation requirements are clearly articulated whilst allowing flexibility to support student engagement and recognising the requirements of employment.</p> <p>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</p>

contextualisation and consolidation of university-based learning to further underpin module learning outcomes.

<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)
Work-based Learning	30
Laboratory / Practical Demonstration / Workshop	46
Tutorial / Synchronous Support Activity	2
Asynchronous Class Activity	40
Independent Study	82
Please select	
<b>TOTAL</b>	<b>200</b>

#### **Indicative Resources**

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

The following materials form suggested reading for the module content and for the learning outcomes:

Marks, J.G., Miller, Lookingbill, D.P. (2024) Lookingbill and Marks' principles of Dermatology 7th Edition London Saunders Elsevier

Hopcroft, K., Forte, V., (2020) Symptom Sorter 6th Edition CRC Press/Taylor and Francis Group

Gill, D., O'Brien, N (2018) Paediatric clinical examination made easy 6th Edition Edinburgh Elsevier

Johnson, G.M., Hill-Smith, I., Chirag, B., (Eds) (2018) The minor illness manual 5th Edition Boca Raton FL CRC Press

**(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.](#)

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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. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support, and adjustment to assessment practice will be provided in accordance with UWS policy and regulations. Where modules require practical learning or assessment, alternative formats and/or roles will be provided for students with physical disabilities which impact participation.

**(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 type="checkbox"/> Yes <input type="checkbox"/> No <b>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>
<b>School Assessment Board</b>	Community Health
<b>Moderator</b>	
<b>External Examiner</b>	
<b>Accreditation Details</b>	
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Changes / Version Number</b>	1.0

**Assessment (also refer to Assessment Outcomes Grids below)****Assessment 1**

4000 word written assignment (100% weighting)

50% Pass mark must be achieved

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 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
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	100	0

**Component 2**

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

**Component 3**

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

**Change Control**

What	When	Who