Module Descriptor

Title	Advanced Treatment and Management in Urgent & Primary Care		
Session	2026/27	**Status**	Published
Code	NURS11178	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Jonathan Johnston		

Summary of Module

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.

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.

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.

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 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.
L2	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.
L3	Critically appraise and evaluate current research and emerging developments in evidence-based practice to inform clinical decision making in urgent and primary care.
L4	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.
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** Demonstrate a detailed critical knowledge and understanding of a variety of common acute and chronic conditions presented within urgent and primary care setting. Develop an advanced knowledge and understanding in the assessment, diagnosis and management of the acute and chronic presentations

[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

	presenting within urgent and primary care setting including specific patient groups, children and young adults, older people. Identify and critically appraise evidence-based approaches to the assessment investigations and management of patients presenting within the urgent and primary care setting.
Practice: Applied Knowledge and Understanding	**SCQF 11** Critically review the role of an Advanced Practitioner and the necessary attributes required to work at an advanced level. Gain a comprehensive and critical understanding of the advanced assessment, diagnosis and management. of patients presenting within the urgent and primary care setting Critically analyse and evaluate evidence-based approaches the clinical reasoning and management of the within the urgent and primary care setting.
Generic Cognitive skills	**SCQF 11** 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. Manage complex clinical presentations as they arise synthesing and evaluating all information available to make informed clinical decisions based on expert knowledge. Evaluate and critically reflect on significant clinical experiences and incidents to contribute to further learning and the development of strategies for continuing professional development.
Communication, ICT and Numeracy Skills	**SCQF 11** Demonstrate advanced communication skills to effectively communicate with patients, families and other members of the multidisciplinary team. 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. Demonstrate the required level of numerical skills for safe and effective practice.
Autonomy, Accountability and Working with Others	**SCQF 11** The Advanced Practitioner will possess the skills and knowledge to demonstrate the ability to work autonomously and make autonomous decisions. Critically review and reflect one's own knowledge and understanding of professional accountability in relation to working as an Advanced Practitioner. 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.

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 within the Clinical Skills facilities, utilising simulation and scenario-based approaches 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 platform, 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:

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 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	Gillian McTaggart
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
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
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