



Module Descriptor

Title	Managing Complex Needs		
Session	2024/25	Status	
Code	NURS09233	SCQF Level	9
Credit Points	40	ECTS (European Credit Transfer Scheme)	20
School	Health and Life Sciences		
Module Co-ordinator	K. Lang		

Summary of Module

This module comprises 6 weeks theoretical study and 9 weeks practice learning experience which will provide the student with the opportunity to care for people with a range of health care needs. Through theory and practice, the student will further develop assessment skills and critical decision making skills within a multidisciplinary care team. Practice learning will be facilitated within a range of healthcare settings.

The practice element will allow the student to demonstrate an increasing degree of autonomy, working towards the equivalent of independence and at times working without direct supervision, where appropriate. The student will be facilitated to take the lead in relation to assessing, planning, implementing and evaluating safe and effective person centred care, taking cognisance of professional and legislative requirements within healthcare delivery.

The module will also equip the student to develop, demonstrate and utilise appropriate graduate skills, management skills including those of leadership and quality improvement strategies to consolidate healthcare delivery.

The module will also facilitate the consolidation of the student's ability to make recommendations related to care load management and the delivery of safe, effective and evidence based interventions.

Students will maintain an ePortfolio to reflect the application of theory to practice.

Module content reflects current NMC proficiencies required for registration as an Adult Nurse. Specific Annexe A & B skills for this module are detailed in the programme skills schedule and pre-load is related to skills development in assessment, formulation, care planning and clinical decision making.

Students will have opportunity in placement experience to apply knowledge and understanding of mechanisms of drug interactions and adverse drug reactions to medicines optimisation, medicines administered and clinical practice, (BiNE, LO9 & 10, 11).

Programme threads of Learning Disability, Law and Safeguarding, Digital Health Technology, and PEOLC will inform module content. Specifically, promote the rights of people with learning disabilities to participate in decisions about their care and health; assessment of legal capacity; symptom assessment and management, decision making, organ/tissue donation, DNACPR, POA/living wills.

Module Delivery Method	On-Campus ¹ <input checked="" type="checkbox"/>	Hybrid ² <input type="checkbox"/>	Online ³ <input type="checkbox"/>	Work -Based Learning ⁴ <input type="checkbox"/>
Campuses for Module Delivery	<input checked="" type="checkbox"/> Ayr <input checked="" type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
Terms for Module Delivery	Term 1 <input checked="" type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input type="checkbox"/>	
Long-thin Delivery over more than one Term	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

Learning Outcomes	
L1	Understand the principles of effective decision-making and apply these to an adult care setting by managing nursing care for patients with complex needs.
L2	Recognise and respond to the challenges of providing safe, effective and person-centred care for people who have co-morbidities and complex care needs in an adult care setting.
L3	Apply skills and knowledge related to monitoring and evaluating of the quality of the patient's care experience and their care outcomes.
L4	Based on life science and nursing theory critically evaluate holistic care provision in a variety of adult healthcare settings.
L5	Demonstrate evidence of achievement of the required standards of proficiency associated with your professional discipline.

Employability Skills and Personal Development Planning (PDP) Skills

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

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 SCQF Level 9 Management Leadership Pathophysiology and pharmacology related to complex needs Cognitive Dissonance Recognising the deteriorating patient e.g delirium, sepsis Clinical supervision Palliative care Long term conditions
Practice: Applied Knowledge and Understanding	SCQF 9 Prioritisation Team management Clinical decision making Assessment and evaluation of care needs and interventions
Generic Cognitive skills	SCQF 9 Critical decision making Reflection Appraisal
Communication, ICT and Numeracy Skills	SCQF 9 Communication with a range of service users and multidisciplinary team members Challenging conversation Exploring the role of digital technologies in support care Negotiation skills
Autonomy, Accountability and Working with Others	SCQF 9 Multidisciplinary team working Autonomous decision making Partnership working with service users and healthcare professionals

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching
<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 learning and teaching strategies applied to this module contribute towards the development of UWS graduate attributes as outlined in “I am UWS” See link: https://www.uws.ac.uk/current-students/your-graduateattributes/ specifically, the</p>

completion of the portfolio activities develop skills in critical thinking, self-reflection, collaboration, problem-solving, and communicating effectively. Module hours exceed the norm because of the practice element.

Learning Activities	Student Learning Hours
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)
Lecture / Core Content Delivery	5
Tutorial / Synchronous Support Activity	20
Laboratory / Practical Demonstration / Workshop	39
Asynchronous Class Activity	20
Work-based Learning	360
Independent Study	23
TOTAL	467

Indicative Resources

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

Alfaro-LeFevre, R. (2016) Critical Thinking, Clinical Reasoning and Clinical Judgement. 6th Edn. Florida: Elsevier.

Ellis, P. Standing, M. and Roberts, S. (2020) Patient Assessment and Care Planning in Nursing. 3rd Edn. London: Sage Publications

Flin, R. Youngson, GG. and Yule, S.(2016) Enhancing Surgical Performance. A Primer in Non-Technical Skills. Florida: Taylor Francis Group.

Harding, M.M. and Snyder, J.S. (2019) Clinical Reasoning Cases in Nursing. 7th Edn. Missouri: Elsevier.

Standing, M. (2017) Clinical Judgement and Decision Making in Nursing. 3rd Edn. London: Sage Publications.

Pears, R. and Shields, G. (2019) Cite them right the essential referencing guide. London, Red Globe Press/ MacMillan International Higher Education (EBook).

(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:

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#).

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: 100% attendance in practice placement areas is required by the end of the programme to meet NMC requirements. In this module students may be assessed if at least 70% of the practice learning experience is met, the placement component is clinical practice and/or simulated practice.

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](#).

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 provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.

(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	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	
Moderator	
External Examiner	K. Norman
Accreditation Details	UWS/NMC
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	Module contact time amended and approved as indicated above.

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

Objective Structured Clinical Examination

Students will individually be assessed using an Objective Structured Clinical Examination (OSCE).

Assessment 2

Placement component (clinical practice and/or simulated practice) linked to this module.

Successful completion of placement as evidenced by practice assessment documentation (PAD). Submission of successful completion of practice learning experience is evidenced by uploading of accurately completed final assessment pages from the Scottish Nursing Practice Assessment Document as directed in the module handbook.

Assessment 3

N/A

(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 Examination	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	100%	4

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Practice Placement Experience 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0%	N/A

Component 3

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

Change Control

What	When	Who
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