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## Syllabus

Content of the syllabus will be agreed in the learning contract and will demonstrate learning appropriate to SCQF level 10.

Learners will be provided with work-based support materials to supplement their own learning.

Workshops will include the learning process, selecting and critically evaluating the literature, planning and evaluating appropriate work-based learning.

- Development of a learning contract.
- Negotiating learning outcomes.
- Identifying and presenting appropriate evidence of learning

## NHS Knowledge and Skills Framework (KSF)

Core 1 Level 4, HWB2 Level 4, HWB5 Level 4, HWB6 Level 4, HWB7 Level 4, HWB8 Level 3

## Assessment

Portfolio of Evidence ( 4000 words for 20 Credits or 8000 words for 40 Credits)

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## Recognition of Prior Learning

If you are undertaking a different Advanced Practice qualification you may wish to discuss with your Programme Leader the possibility of using the credits from this module towards that qualification. Credits can sometimes be counted up or down a level too. Please note that regulations differ between programmes and Higher Education Institutions.

## Contacts

### For more information:

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### For application pack, fees and further details :

[www.nhsggc.org.uk/advancedpractice](http://www.nhsggc.org.uk/advancedpractice)

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## Clinical Assessment and Management (Learning Contract)

*Honours Degree Level*

## Work Based Learning

(SCQF Level 10)



MHB723009 (20 credits)

MHB723005 (40 credits)

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## Introduction

The aim of this module is to facilitate the acquisition of knowledge and skills, to enable the participating registered health care professionals to independently carry out assessment on patients with specific conditions and plan appropriate management within their speciality. The module also aims to enable the healthcare professional to build on their knowledge and skills to then practice autonomous patient care within defined protocols without reference to a medical practitioner

## Pre-requisite Knowledge

Healthcare Professionals who are working at a **Senior Practitioner** or an **Advanced Practitioner level** and in an appropriate post.

## Support

Applicants must have the support of their clinical manager.

## Format of Course

This module offers only a blended delivery. A combination of lectures, seminars, tutorials, interactive discussions, workshops, directed and self-directed study will be utilised.

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The student will always obtain the equivalent of 36 hours of contact time with the module team, excluding individual academic support.

The fundamental aim of the teaching and learning strategies, irrespective of delivery mode is to support the development of autonomous, independent problem solving and decision making within the parameters of their profession competence, role and employers agreed vicarious liability (or equivalent).

Students will have the opportunity to access ongoing support as they work through their learning contract.

Students will negotiate with a work colleague who will act as a clinical mentor to help identify appropriate resources to be included in their portfolio. Tutorial support will be provided to help students produce appropriate learning outcomes. Clinical practice will be negotiated between the student, their nurse manager, the module facilitator and their clinical mentor who will supervise their clinical practice.

A flexible period of supervision and assessment will be agreed and this will involve a period for reflection and feedback on clinical experiences.

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## Learning Outcomes:

By end of module learner should be able to:

- Critically appraise the literature and implement evidence based practice throughout the assessment, diagnosis, treatment, and discharge/referral process.
- Critically review and consolidate knowledge of normal anatomy to conduct appropriate clinical examinations and differentiate normal from abnormal.
- Analyse complex critical problems including the interpretation of common investigations eg. Xrays and blood tests.
- Recognise the boundaries of the role of demonstrating the ability to appropriately refer patients to other members of the multi-disciplinary team when and where appropriate.
- Demonstrate critical thinking, critical reflection, diagnostic reasoning skills and clinical decision making (including the initiation of emergency procedures)
- Formulate a learning log to evidence clinical activity

