

<b>Module Title:</b>	Competency in Primary Healthcare Practice	<b>Level:</b>	6	<b>Credit Value:</b>	40
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<b>Module code:</b>	NHS60HD	<b>Is this a new module?</b> Yes	<b>Code of module being replaced:</b>	N/A
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<b>Cost Centre:</b>	GANG	<b>JACS3 code:</b>	B710
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<b>Trimester(s) in which to be offered:</b>	2, 3	<b>With effect from:</b>	March 19
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<b>Faculty:</b>	Social & Life Sciences	<b>Module Leader:</b>	Alison Williams
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Scheduled learning and teaching hours	48 hrs
Guided independent study	352 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	<b>400 hrs</b>

<b>Programme(s) in which to be offered</b>	Core	Option
BSc (Hons) Primary Healthcare	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Graduate Diploma Primary Healthcare	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Pre-requisites</b>

Office use only

Initial approval October 16

APSC approval of modification March 19

Have any derogations received SQC approval?

Version 2

Yes  No

**Module Aims**

This module will prepare participants to manage complex care situations and make sound judgements within the boundaries of their own practice in order to contribute to the person centred assessment and treatment of a patient with a range of medical conditions.

**Intended Learning Outcomes**

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

At the end of this module, students will be able to		Key Skills	
1	Utilise in depth knowledge and understanding, supported by robust evidence taken from the forefront of their practice, to systematically analyse and interpret client history, presenting symptoms and clinical findings.	KS1	KS2
		KS7	KS8
		KS9	KS10
2	Evaluate and apply concepts of clinical reasoning for intervention in area of specialist practice for a specific setting	KS3	KS4
		KS7	
3	Critically reflect upon the planning and clinical management of care for an individual or client group	KS6	KS7
		KS5	
4	Evaluate the role of the Primary Healthcare nurse in providing holistic care for patients with acute and chronic diseases in primary healthcare.	KS8	KS9
5	Demonstrate critical awareness of the various issues (sociological, philosophical, ethical, ideological, psychological	KS3	KS4
		KS7	KS6

and cultural) influencing lay and professional concepts and determinants of health, wellbeing, illness and disease	KS8	
Transferable/key skills and other attributes		
<ul style="list-style-type: none"> <li>· Exercise initiative and personal responsibility;</li> <li>· Demonstrate independent learning;</li> <li>· Demonstrate competency in word processing and the presentation of data;</li> <li>· Demonstrate competence in the use of libraries, databases and the internet to identify and subsequently use scholarly reviews and primary sources such as refereed research and original material relevant to the subject being studied.</li> </ul>		

### Derogations

All elements of assessment must be passed. Any work submitted which indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will be deemed a refer grade.

### Assessment:

The assessment for this module is a portfolio of evidence that equates to 6000 words. The portfolio will link closely to the student's role in primary healthcare practice. It will include clinical situations by integrating theory and practice and will explore the practitioner's decision making in a critically reflective manner.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1, 2, 3, 4, 5	Portfolio	100%		6,000

### Learning and Teaching Strategies:

A variety of teaching methods will be used including lectures, seminars, open learning materials, student presentations, debate, case studies, discussion and tutorials. Directed study using the library and on-line services (the University's VLE) will be promoted. There will be opportunity for shared learning with other groups of students. In clinical practice an experiential strategy, including observation, guided practice and observed independent practice, will be used to meet the module outcomes.

### Syllabus outline:

Communicating on multiple levels, personal development, health and safety, equality and diversity, managing emergencies, therapeutic monitoring, screening services, immunizations, travel health, long term conditions, innovation in practice, promoting, men's health, promoting women's health, cardiac conditions, wound care, RCGP competencies.

**Bibliography:**

**Essential reading**

Nursing and Midwifery Council (2015) *The Code. Standards of conduct, performance and ethics for nurses and midwives*. London. NMC.

Royal College of General Practitioner (2012) *General Practice Nurse Competencies*. London. General Practice Foundation.

Royal College of Nursing (2015) *General Practice Nurse career framework, working in partnership programme*.

[www.rcn.org.uk/development/general\\_practice\\_nursing\\_career\\_framework/the\\_gpn\\_career\\_framework](http://www.rcn.org.uk/development/general_practice_nursing_career_framework/the_gpn_career_framework)

**Other indicative reading**

Websites:

National minimum Standards for Immunization training. [Http://www.hpa.org.uk/webfile](http://www.hpa.org.uk/webfile).

RCN.org.uk Principles of accountability and delegation: [Http://www.immunization.nhs.uk](http://www.immunization.nhs.uk)