



STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Understanding Adult Nursing				
Module Code	UZTSMX-30-1	Level	1	Version	2
Owning Faculty	Health and Life Sciences	Field	Continuing Care Adult Nursing		
Contributes towards	BSc (Hons) Nursing (Adult Nursing)				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	April 2018		Valid to		

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of the legal and ethical frameworks that govern adult nursing practice (Component A)</li> <li>• Demonstrate knowledge and understanding of the ways that the health sciences inform adult nursing practice in a range of contexts and needs across the lifespan (Component A)</li> <li>• Explain the contribution made by adult nurses to assessment and care planning in a variety of health contexts (Component A)</li> <li>• Discuss the importance of an evidence based approach to health care management (Component A)</li> <li>• Demonstrate reflective thinking to the theory and practice of adult nursing (Component A)</li> </ul>
Syllabus Outline	<p><b>Professional Values</b></p> <ul style="list-style-type: none"> <li>• Core values of nursing</li> <li>• Managing self in relation to the challenges of delivering personal care</li> <li>• Principles of the <i>NMC Code</i> and the <i>Guidance on professional conduct for nursing and midwifery students</i></li> <li>• Introduction to ethical principles and theories</li> <li>• Advocacy and empowerment</li> <li>• Equality, diversity and human rights</li> <li>• The evolving role of the nurse in a political / policy context.</li> </ul> <p><b>Communication skills</b></p> <ul style="list-style-type: none"> <li>• Maximising effective communication where hearing, vision or speech is compromised</li> <li>• Maximising communication in service users with cognitive impairment</li> <li>• Managing conflict, introduction to conflict resolution</li> </ul>

	<ul style="list-style-type: none"> <li>• Person centred care and the persons' lived experience of health, illness and receiving care</li> <li>• Communicating with people that are dying</li> </ul> <p><b>Nursing Practice</b></p> <ul style="list-style-type: none"> <li>• Principles of holistic nursing assessment and models of nursing</li> <li>• Introduction to essentials of medicines administration</li> <li>• Introduction to safeguarding children and vulnerable adults</li> <li>• Introduction to working with people with dementia</li> <li>• Introduction to end of life care</li> <li>• Informed consent and capacity</li> <li>• Patient safety, for example, medical devices; recognising and reporting unsafe situations / incidents</li> <li>• Approaches to care: frameworks, bundles and pathways</li> <li>• Pathophysiology related to common health conditions, for example, diabetes as outlined in Year 1 case studies</li> <li>• Psycho – Social perspectives related to common health conditions, for example, diabetes as outlined in Year 1 case studies</li> <li>• Nursing care related to common health conditions, for example, diabetes as outlined in Year 1 case studies</li> <li>• Introduction to risk assessment</li> <li>• Theory to support essential clinical skills development as outlined in the Ongoing Achievement Record and the Essential Skills Clusters</li> <li>• Introduction to Public Health and promoting health and well being</li> <li>• Meeting essential mental and physical health needs which are specific to: <ul style="list-style-type: none"> <li>○ Children</li> <li>○ Adults</li> <li>○ Older people</li> </ul> </li> </ul> <p><b>Leadership Management and Team Working</b></p> <ul style="list-style-type: none"> <li>• Collaboration and team working</li> <li>• Responding to feedback and complaints</li> <li>• Health service organisation, structure and policy</li> <li>• Principles of clinical governance and clinical effectiveness</li> <li>• Introduction to information governance</li> </ul> <p><b>Personal development</b></p> <ul style="list-style-type: none"> <li>• Introduction to the Portfolio and personal development planning</li> <li>• Structured reflection and critical thinking for adult nursing practice</li> <li>• Developing skills for independent learning ('learning how to learn')</li> <li>• Personal responsibilities as a nurse</li> </ul>
Contact Hours	A total of 72 hours contact in the form of seminars, lectures and online activities.
Teaching and Learning Methods	A variety of approaches which will be used and may include: <ul style="list-style-type: none"> <li>• Practice experience</li> <li>• Simulation</li> <li>• Clinical skills</li> <li>• Technology enhanced learning</li> <li>• Workshops and Masterclasses</li> <li>• Lectures and Seminars</li> <li>• Enquiry based learning</li> <li>• Case based learning</li> </ul>

	<ul style="list-style-type: none"> <li>Role play</li> </ul>																																								
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="459 398 1366 784"> <thead> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> <th></th> </tr> </thead> <tbody> <tr> <td>300</td> <td>72</td> <td>78</td> <td>150</td> <td>300</td> <td style="text-align: center;">✔</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Coursework:</b> Written assignment</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table border="1" data-bbox="571 1093 1262 1317"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		300	72	78	150	300	✔																			Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%
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Link to Reading List	<a href="https://uwe.rl.talis.com/lists/37F055D5-2258-F1CB-6279-3F023565CAE0.html">https://uwe.rl.talis.com/lists/37F055D5-2258-F1CB-6279-3F023565CAE0.html</a>																																								

### Part 3: Assessment

Assessment Strategy	3000 word case based assignment as defined within the module handbook. This will test the students' ability to consider all aspects of holistic nursing care.
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Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	

1.3000 word assignment	100%
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<b>Resit (further attendance at taught classes is not required)</b>	
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<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. 3000 word assignment	100%

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First CAP Approval Date	9 May 2013			
Revision ASQC Approval Date	17 January 2018	Version	2	<a href="#">Link to RIA 12556</a>