University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Extending Practice				
Module Code	UZTSRD-30-2		Level	2	Version 2
Owning Faculty	Health and Applied Sciences		Field	Continuing Care Adult Nursing	
Contributes towards	FdSc Health and Social Care Practice				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Professional Practice
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements		
Valid From	January 2017		Valid to	2019	

CAP Approval Date	15 November 2016 (v2)

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Be able to deliver safe, effective and quality practice specific to the needs of the service user as defined in the practice portfolio, to support their care, well-being and protection (Component A) • Explore and initiate the processes of assessment, planning, implementation and evaluation of care, utilising effective decision making and practice skills appropriate to their scope of practice, clinical setting, and service-user needs (Component A) • Acknowledge the service-user perspective in the practice of health and social care, including acknowledgement of the differences in beliefs and cultural practices of the service-user and their carers by initiating and delivering fair and anti-discriminatory practice (Component A) • Initiate appropriate responses to meet the needs of service-users and their carers, taking into account social, cultural, spiritual, ethical, legal, political and economic influences (Component A) • Demonstrate skills in team-working and leadership, including the areas of personal and/or colleague development, and present and discuss ideas, concepts and views effectively which contribute to service-user care, quality, and service improvement (Component A and Component B)

	• Apply aspects of health, illness, disease and disability knowledge to inform practice and health promotion (Component A and Component B) • Apply more complex skills to practice, including communication strategies to more complex situations such as those required for informed consent, and effective team-working (Component A) • Explore the evidence base for policy and practice, and develop practice skills using evidence based approaches (Component A and Component B) • Reflect upon the process of monitoring standards of practice (Component A and Component B)
Syllabus Outline	**Ethical practice** • Applying legal and ethical principles to practice eg consent/confidentiality • Partnership working • Team working • Personal responsibility • Research ethics **Practice delivery** • Working with other professional groups • Diversity of client group - practice issues • Core Competency and Skill areas of Quality, Service improvement, and Personal and People Development, as defined in the practice documentation, and the additional negotiated optional area • Communication and interpersonal skills between individuals and in a group setting including communication skills for use in challenging situations • Sources of knowledge contributing to evidence based practice • Health promotion strategies • Frameworks of care e.g. care pathways, integrated care planning, case management **Practice management** • Partnership within a multi professional environment • Care planning in diverse practice settings • Risk assessment /risk management as related to health and safety • Numeracy Skills • EOC Benchmarks/quality assurance • Personal and professional development • Strategies for reflection • Practice portfolio development • Decision making skills • Problem solving strategies
Contact Hours	**300 hours in total** • 6 hours scheduled learning/ contact time: • Lectures 1 x 3 hours • Formative practice review tutorials 3 x 1 hour • Group tutorials 18 x 1 hour (Programme wide as part of GDP provision, not classed within individual module contact hours)
Teaching and Learning Methods	This is an eight-month duration practice placement module, which draws on the students' current experiences and skills in their own workplace and serves to develop and establish these at the required foundation level under the supervision, guidance and partnership of a nominated practice mentor. For this reason, the module has a low amount of 'contact time' in terms of direct academic teaching.

	The module will use a total of 300 hours of study time of which an average of 6 hours will represent scheduled learning in the academic setting and as formative reviews in the clinical setting with an academic tutor and the agreed practice mentor. 248 hours will represent scheduled placement learning with an agreed practice mentor or practice colleague, with the remaining 46 hours as independent learning in the practice or other setting.
	Scheduled learning includes the key introductory lecture delivered in the academic setting. The introductory lecture will set out the module and its requirements with an introduction to the requirements of the practice assessment component. A further element of scheduled learning will be used through 3 formative reviews in the practice setting involving the student, agreed practice mentor, and an academic tutor. These review meetings will be up to an hour in duration and be used to provide an opportunity for discussion of how the student is developing in practice. The opportunity will be provided at each review point for the academic to meet alone with both student and agreed practice mentor, and for a full meeting to occur with all present, dependent upon need. This provides the opportunity for confidential discussions with the academic tutor as needed. As a key part of this module, students will be engaged in **placement learning** / work-based learning in their area of practice employment where the majority of time for this module will be spent.
	Independent learning includes hours engaged with essential reading, literature searching, and assessment preparation. Students will be guided to topic areas for the development of specific competencies in line with the practice assessment requirements, and independent study related to the written assignment, all based on individual areas of learning need. It is suggested that this will take on average 2 hours per week.
Key Information Sets Information	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.

Key Information Set - Module data

Number of credits for this module			30	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	6	46	248	300	✅

The table below indicates as a percentage the total assessment of the module which constitutes coursework; a written assignment and practice portfolio.

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:

Total assessment of the module:				
Written exam assessment percentage			0%	
Coursework assessment percentage			100%	
Practical exam assessment percentage			0%	
				100%

Reading Strategy	**Essential Reading** will be clearly indicated at the point of need or with notice for preparation, with the method by which it can be accessed. Students will not be asked to purchase a set text for this module due to the wide variety of literature available to support practice development and learning, and the wide variety of skills to be addressed. Students will be given individual guidance based on specific need and the requirements of their practice setting, however, they could be alerted to the existence of general texts on transferable, broad topic areas, for example those relating to communication, inter-professional working, quality, service improvement, personal development, and national policy guidance and publication resources. The module handbook will include guidance as to how literature can be accessed, including the large number of useful resources and publications available via key websites including the Department of Health, National Institute of Health and Clinical Excellence, Skills for Health, and others. **Further Reading** will be encouraged and students will be advised and encouraged to access and make use of the library catalogue, a range of bibliographic and full text databases, and other internet resources to locate a variety of relevant literature (including current research in the appropriate fields) specific to the module and their own areas of practice. Many resources can be accessed remotely via the library systems. Assignment reference lists are expected to reflect the range of reading carried out. **Access and Skills** Students will have access to both UWE library and their college library facilities and on-line systems. The module handbook will include suggested key texts for the module and guidance as to how literature can be accessed. All students will be encouraged to make use of the extensive print and electronic resources available to them through membership of UWE and the associated college libraries and to which they will be introduced at the start of their course, including an introduction to the UWE library web-pages which provide access to a wide range of resources and the full library catalogue available across a number of sites. Ongoing library support will be available through the library 'my skills' study area via the Library web pages, telephone enquiries line, and through library attendance and workshops.
Indicative Reading List	Students are encouraged to access literature which supports their area of practice.

Part 3: Assessment

Assessment Strategy	**Component A** Assessment of practice competency will be through the full completion of a practice portfolio of defined and linked practice skills and performance criteria in 4 key skill/performance areas; each will require full achievement for a pass to be awarded. In this level 2 practice module, students are required to complete 3 core skill/performance areas (covering Quality, Service Improvement, and Personal and People Development), and 1 optional skill/performance area

from a selection. These skill/performance areas are underpinned by National Occupational Standards and each skill/performance area is captured in one template document. This will be agreed between Student, employer and the Partner college. In order to successfully achieve each of the 4 skill/performance areas the student is required to complete and submit the template document for each skill/performance area and be signed off on all criteria.

Each document will contain the following:

- The sign off of all defined skill/performance criteria for the skill/performance area by the agreed practice mentor.

- 3 pieces of defined written evidence relevant to the skill/performance criteria area and practice role/setting, in a given template format, for example:
  1. A witness statement
  2. A short guided reflection on application of learning, and
  3. A written identification and summary of 3 policies/procedures/guidelines.

- Student self-evaluation of area achievement and competence.

- Mentor evaluation of area achievement and competence.

- Final Signature Section

This component is to be completed by the end of the module.

Component B

Further assessment will occur through the completion and submission of a 500 word personal/professional development action plan relating to the 4 skill/performance areas, and completion and submission of a 1500 word personal/professional development summary which focuses on one development need from their action plan.

The action plan will prompt students to reflect on their abilities and enable them to draw from this to demonstrate a thorough consideration of their own personal/professional development needs and future planning. The written summary will allow the student to focus on one development need from the action plan, summarise the importance of this need and their plan in relation to their practice and service-user care (using appropriate evidence to support this), and clearly communicate their ideas on how they plan to meet this need. The submission of this component will be approximately 2/3 into the module.

Each student will be required to engage with 3 formative review meetings during the module which will provide the opportunity for practice progression and achievement to be reviewed and discussed with both the agreed practice mentor and academic tutor.

Students will receive a group assignment tutorial session where the assessment strategy and requirements will be explained and explored.

All students will engage with personalised tutorials held as part of the academic tutoring process. These can be used to focus on the development of student skills relevant to the assessment method.

Identify final assessment component and element	Component A		
% weighting between components A and B (Standard modules only)		**A:**	**B:** **100%**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Practice Portfolio	Pass/Fail
Component B **Description of each element**	**Element weighting** (as % of component)
1. 2000 word written assignment	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Practice Portfolio	Pass/Fail
Component B **Description of each element**	**Element weighting** (as % of component)
2. 2000 word written assignment	100%

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.

FOR OFFICE USE ONLY

First CAP Approval Date	21/11/2013			
Revision CAP Approval Date	15 November 2016	Version	2	*Link to RIA*