



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Foundations of Primary and Community Care Practice				
Module Code	UZTRWG—15-3	Level	3	Version	3
Owning Faculty	Health & Applied Sciences	Field	Continuing Care Adult Nursing		
Contributes towards	BSc(Hons) Nursing				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	January 2015		Valid to	January 2021	

CAP Approval Date	20/11/2014
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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"> • Critically reflect on the complexities and implications of autonomous working in primary and community care (Component A) • Critically examine evidence based approaches to primary and community care through both national and local health policies and protocols (Component A) • Demonstrate safe, evidence based practice within a primary / community care setting (Component A) • Demonstrate knowledge and understanding achieved from each of the 5 clinical workshops through reflections of learning in a portfolio(Component A)
Syllabus Outline	<ul style="list-style-type: none"> • Community Health policies and local protocols • Consultation skills • Team working with / in general practice, GP practices as a business • Clinical skills e.g. wound assessment; ear care management; vaccinations; physical assessment; phlebotomy • Ethical Issues • Long term conditions ; outcomes management, health clinics
Contact Hours	<p>35 hours(5 Workshops)</p> <p>1 hour (personal tutorials)</p>
Teaching and Learning Methods	<p>A variety of approaches will be used which may include:</p> <p>Online interactive learning resources</p>

	<p>Technology enhanced learning Workshops Online learning discussions Simulation</p> <p>Online learning resources will provide the students with information and the use of scenarios enables the student to critically explore potential and real situations in both community and primary care. Online discussions will provide both peer support and also support from the facilitating lecturers during the module.</p>																														
<p>Key Information Sets Information</p>	<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="464 651 1366 1039"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black;">15</td> </tr> <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> </tr> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Coursework: Portfolio of Learning</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 1350 1262 1581"> <tbody> <tr> <td>Total assessment of the module:</td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td>100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	Key Information Set - Module data					<i>Number of credits for this module</i>				15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150	Total assessment of the module:		Written exam assessment percentage		Coursework assessment percentage	100%	Practical exam assessment percentage			100%
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<p>Reading Strategy</p>	<p>Core readings Module handbooks will also reflect the range of reading to be carried out.</p> <p>Further reading Students are expected to identify reading relevant to practice and community nursing for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely.</p> <p>Access and skills Support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.</p>																														
<p>Indicative</p>	<p>Indicative Reading</p>																														

Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification.</p> <p>Bach, S and Ellis, P. (2011) <i>Leadership, Management and Team Working in Nursing</i> Exeter: Learning Matters Ltd.</p> <p>Edwards, M. (2008) <i>The Informed Practice Nurse</i> [online]. 2nd ed. Chichester: Wiley & Sons Ltd. [Accessed 14 November 2014].</p> <p>McCall, R. (2011) <i>Phlebotomy essentials</i> 5th ed. London: Lippincott Williams & Wilkins.</p> <p>Nicols J (2011) <i>Nursing Adults with Long Term Conditions</i> Exeter Learning Matters Ltd</p> <p>Queens Nursing Institute (QNI) www.QNI.co.uk</p> <p>Journals British Journal of Primary Care Nursing http://www.bjpcn-cardiovascular.co.uk/ Practice Nursing British Journal of Community Nursing</p>
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Part 3: Assessment

Assessment Strategy	<p>This module is summatively assessed through a 2,000 word Portfolio of evidence.</p> <p>The Portfolio will enable the student to collate their learning during the module. Students will be expected to write a critical reflective account of their learning from each of the 5 clinical workshops and completion of TEL activities. Online resources will provide activities related to community and primary care practice as stated in the syllabus, for students to complete in their portfolios.</p> <p>The Portfolio reflects learning from the:</p> <ul style="list-style-type: none"> • 5 face to face workshops • Online resource activities • Online discussions <p>The portfolio will become a useful future resource for the student on qualification within either community or primary care practice</p>
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1.2000 word Portfolio of evidence	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	

1. 2000 word Portfolio of evidence	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.	