




**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Principles of Neonatal Critical Care				
Module Code	UZURVS-40-3	Level	3	Version	1.1
Owning Faculty	Health and Applied Sciences	Field	Maternal and Child Health		
Contributes towards	BSc(Hons) Specialist Practice, MSc Advanced Practice ,MSc Specialist Practice, MSc Professional Development				
UWE Credit Rating	40	ECTS Credit Rating	20	Module Type	Standard
Pre-requisites	none		Co-requisites	Practice of Neonatal Critical Care UZURVQ-20-3 and M level	
Excluded Combinations	Principles of Neonatal Critical Care UZURVR-40-M	Module Entry requirements	NMC registered and working in a neonatal nursing post or aspiring to such a position		
Valid From	December 2015		Valid to	September 2020	

<b>CAP Approval Date</b>	19 <sup>th</sup> November 2015
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of bioscience based knowledge of anticipated and altered neonatal anatomy and physiology (Component A &amp; B).</li> <li>2. Critically analyse the aetiological factors and relevant risk indicators which influence practice strategies and responses to conditions and abilities in neonates (Component B).</li> <li>3. Demonstrate reasoning using knowledge of neonatal bioscience and disease processes involved in the application of practice strategies (Component A &amp; B).</li> <li>4. Obtain and interpret information from a range of sources and use it to effectively develop a critical understanding of personal and organisational accountability in neonatal care (Component -B).</li> <li>5. Evaluate the role of the practitioner in promoting family support, education and stability thus enhancing parent-infant relationships (component B).</li> <li>6. Examine ethical, social and legal issues which impact on neonatal service provision and the inter-professional team (Component B).</li> </ol>

Syllabus Outline	<p>An introduction to the mechanisms and practice strategies related to neonatal:</p> <ul style="list-style-type: none"> <li>▪ Fluid, electrolyte, nutrition and elimination systems</li> <li>▪ Respiratory and cardiovascular systems</li> <li>▪ Neurological, pain and stress processes</li> <li>▪ Thermoregulation, skin, hygiene and infection prevention/processes</li> <li>▪ End of life and palliative neonatal care</li> <li>▪ Promoting parent/carer-infant relationships and supporting the family</li> <li>▪ Surgical interventions in the neonatal period</li> </ul> <p>Professional critical analysis related to</p> <ul style="list-style-type: none"> <li>▪ Risk assessment and critical incident management</li> <li>▪ Use of validated tools for effective assessment and evaluation</li> <li>▪ Application of service enhancement frameworks and governance to enhance decision making</li> <li>▪ Ethical, social and legal issues which impact on neonatal service provision</li> <li>▪ Scope of accountability, leadership and practice enhancement</li> <li>▪ Interprofessional and advanced communication</li> </ul>																																	
Contact Hours	96 contact hours. These will take the form of lectures, group activities, case study, workshops and online activities.																																	
Teaching and Learning Methods	<p>A variety of approaches will be used which may include:</p> <ul style="list-style-type: none"> <li>• e-learning including the use of blackboard</li> <li>• lectures</li> <li>• seminars</li> <li>• experts from and recipients of neonatal services</li> <li>• analysis of case studies</li> <li>• explorative workshops</li> </ul>																																	
Key Information Sets Information	<table border="1" data-bbox="459 1272 1369 1668"> <thead> <tr> <th colspan="5"><b>Key Information Set - Module data</b></th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td colspan="4"></td> <td style="text-align: center;">40</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 style="text-align: center;">400</td> <td style="text-align: center;">96</td> <td style="text-align: center;">304</td> <td style="text-align: center;">0</td> <td style="text-align: center;">400</td> </tr> </tbody> </table> <p style="text-align: right;"></p> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <table border="1" data-bbox="571 1803 1260 2038"> <tbody> <tr> <td colspan="2">Total assessment of the module:</td> </tr> <tr> <td>Exam assessment percentage</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>Assignment assessment percentage</td> <td style="text-align: center;">70%</td> </tr> <tr> <td colspan="2" style="text-align: center;">100%</td> </tr> </tbody> </table>	<b>Key Information Set - Module data</b>					<i>Number of credits for this module</i>									40	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	400	96	304	0	400	Total assessment of the module:		Exam assessment percentage	30%	Assignment assessment percentage	70%	100%	
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<p>Reading Strategy</p>	<p><b>Core readings</b></p> <p>Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out.</p> <p><b>Further readings</b></p> <p>Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p><b>Access and skills</b></p> <p>Students will be presented with opportunities within the module to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing.</p>
<p>Indicative Reading List</p>	<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. However, as indicated above, current advice on readings will be available via the module guide.</p> <p>BLISS. (2015) <i>BLISS Baby report 2015: hanging in the balance (England)</i>. London: BLISS.</p> <p>Davies, L; McDonald, S eds (2008) <i>Examination of the Newborn and Neonatal Health. A multidimensional approach</i>. Churchill: Livingstone/Elsevier.</p> <p>Goldsmith, J; Karotkin, E; Siede, B. (2011) <i>Assisted Ventilation of the Neonate (5th edition)</i>. USA: Elsevier Saunders.</p> <p>Hall, M; Noble, A; Smith, S. (2009) <i>A foundation for neonatal care. A multi-disciplinary guide</i>. Oxford: Radcliffe Publishing.</p> <p>Kenner, C &amp; Lott, J.W. eds. (2014) <i>Comprehensive Neonatal Care: An Interdisciplinary Approach</i>. USA :Saunders Elsevier, 5th ed.</p> <p>Marshall, J &amp; Raynor, M. eds (2014) <i>Myles Textbook for Midwives</i>. Churchill: Livingstone/Elsevier, 16th ed.</p> <p>Royal College of Nursing (RCN) (2012a) <i>Competence, education and careers in neonatal nursing: RCN guidance</i>. London: RCN.</p> <p>Royal College of Nursing (RCN) (2012b) <i>Matching knowledge and skills for Qualified In Speciality (QIS) Neonatal nurses: A core syllabus for clinical competency</i>. London: RCN.</p> <p>Sinha, S; Miall, L; Jardine, L. (2012) <i>Essential Neonatal Medicine (5th edition)</i>. Oxford:Wiley-Blackwell.</p>

### Part 3: Assessment

Assessment Strategy	<p>The assessment strategy has been developed in negotiation with the neonatal critical care network to ensure parity against national standards in neonatal services</p> <p><b>Component A</b> : An OSCE will demonstrate depth of knowledge across a wide range of bioscience and practice strategies that underpin neonatal care.</p> <p><b>Component B</b> :The 3000 word assignment will focus on neonatal healthcare in the context of the learning outcomes associated with the module and national policy</p>
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Identify final assessment component and element	<b>Component B</b>	
<b>% weighting between components A and B</b> (Standard modules only)	<b>A:</b> 30%	<b>B:</b> 70%
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) Description of each element	<b>Element weighting</b> (as % of component)	
1. OSCE	100%	
<b>Component B</b> Description of each element	<b>Element weighting</b> (as % of component)	
1. 3000 word assignment	100%	

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