MODULE SPECIFICATION

Part 1: Basic Data							
Module Title	Skills for Healthcare Practice 2						
Module Code	UZZSWK-30-2		Level	2	Version	1	
UWE Credit Rating	30	ECTS Credit Rating	15		WBL module?	No	
Owning Faculty	Health and Applied Sciences		Field		Mental Health and Learning Disabilities		
Department	Nursing and Midwifery		Module Type		Professional Practice		
Contributes towards	FdSc Integrated Mental Health and Social Care						
Pre-requisites	None		Co- requisites		None		
Excluded Combinations	None		Module Entry requirements		None		
First CAP Approval Date	29 November 2016		Valid from		January 2017		
Revision CAP Approval Date			Revised with effect from				

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Practice in accordance with ethical and legal principles and the Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England (Component A) • Promote inclusivity, informed choice, decision making and consent in line with your work setting policy and guidance (Component A) • Employ skills to facilitate effective communication with people with diverse mental health and social care needs, their family and colleagues, with respect, sensitivity, compassion and dignity (Component A & B) • Competently perform physical and mental health assessments in line with competencies framework relevant to role (Component A) • Demonstrate ability to work collaboratively within a multi-disciplinary team and across organisational boundaries in a way that promotes effective care plans and improved outcomes for service users (Component A & B) • Apply evidence based approaches to enhance work with service users and their families (Component A & B) • Reflect and respond to feedback, identifying areas for personal, professional and academic development (Component B) • Demonstrate skills of effective caseload management within the scope of responsibility (Component A & B)
Syllabus Outline	**Professional Values** Professional codes of conduct Policies, legislation and national standards/frameworks Promoting health awareness by challenging inequality and discrimination **Communication and Interpersonal Skills**

	Fostering and maintaining therapeutic relationships Working with people to help them make sense of experiences Barriers to communication **Practice Delivery and Decision Making** Competencies as specified within the Practice Assessment Document for Year two Practice portfolio development Evidenced based practice Assessment Person centred care planning Pharmacological interventions: consent to treatment; concordance and collaboration; administration and monitoring effects of medication within scope of practice Psycho-social, spiritual and biological needs **Leadership, Management and Team Working** Professional accountability and capability Leadership and management skills, including effective communication, delegation Prioritize and manage time and resources Evaluation of care provision Multidisciplinary and Inter-professional working Clinical supervision
Contact Hours	There will be 15 hours of scheduled contact time at University Centre Weston specifically for this module, The scheduled contact time at College with staff, will include; lectures, practice workshops, seminars, tutorials and practice visits. Links will be made during the teaching of the academic modules on the programme and students will be encouraged to draw on their academic studies to provide underpinning knowledge to support the development of practice skills in this module Each student will require a suitably qualified workplace mentor or supervisor for this module to be successfully delivered in the workplace. The practice mentor or supervisor will be required to provide support and supervision of all practice delivered in the workplace. This arrangement will be discussed at the start of the module and a practice learning agreement drawn up between the student, workplace mentor or supervisor and academic tutor. Three practice meetings are schedule in the workplace to oversee the development of the practice learning. Following the first meeting the student is responsible for drawing up a practice learning agreement with their employer and the college which details the competencies to be achieved, the practice learning plan and the expectations in relation to the development of the evidence in the practice portfolio. The practice learning agreement will detail support, supervision and training provided in the workplace in relations to the development of the agreed practice competencies. In addition to scheduled contact time, the use of email discussion groups, virtual learning environments (VLEs) and other technology-aided means may be used to support student
Teaching and Learning Methods	**Scheduled learning** includes lectures, seminars, tutorials and workshops at University Centre Weston. Practice learning in the workplace includes observation, simulation and clinical skills, workshops; enquiry based learning, case-based learning and role play. **Independent learning** includes hours engaged with essential reading and technology enhanced learning. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make. **Practice learning**: All students are expected to be working in a suitable health and social care setting before starting the module.

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	15	85	200	300	✓

The table below indicates as a percentage the total assessment of the module which constitutes a -

Coursework: Portfolio and written assignment
Practical Exam portfolio

Total assessment of the module:		
Written exam assessment percentage		
Coursework assessment percentage		100%
Practical exam assessment percentage		P/F
		100%

Reading Strategy	**Core reading**

Any core reading will be indicated clearly, along with the method for accessing it. Students may be expected to purchase a set text, be given a 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.

Further reading

Further reading is advisable for this module, and students will be encouraged to explore at least one of the titles held in the library on this topic. A current list of such titles will be given in the module guide and revised annually.

Access and skills

Formal opportunities for students to develop their library and information skills are provided within the induction period. Additional 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.

Indicative reading list

	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. *Current* advice on additional reading will be available via the module guide or Blackboard pages.
Indicative Reading List	**Books:** Fisher, M. and Scott, M. (2013). *Patient Safety and Managing Risk in Nursing.* London: Learning Matters Hargreaves, J. and Page, L. (2013). *Reflective practice.* Polity: Cambridge. Standing, M. (2014). *Clinical Judgement and Decision Making for Nursing Students.* Learning Matters. Reed, S. (2015). *Successful professional portfolios for nursing students*. London: Learning Matters. Roberts, M. (2015). *Critical Thinking and Reflection for Mental Health Nursing Students.* London: Learning Matters Thomas, J. Pollard, K. and Sellman, D. (2014). *Interprofessional Working in Health and Social Care: Professional Perspectives, 2nd ed.* London: Palgrave MacMillan. **Journals:** Issues in Mental Health Nursing International Journal of Mental Health Promotion Mental Health and Physical Activity Journal of Healthcare Assistants

Part 3: Assessment

Assessment Strategy	This module is assessed using a portfolio to include a competency framework (Practice Assessment Document). • The final summative assessment takes place at the end of year 2. • Students have opportunities for formative assessment with feed-forward comments, from both mentors/supervisors and personal tutors. • Assessment is graded as PASS or FAIL Component B – Essay which reflects on and evaluates own practice in each of the following areas: • Professional Values • Communication and Interpersonal Skills • Practice Delivery and Decision Making • Leadership, Management and Team Working (500 words max. for each area)

Identify final assessment component and element	**Component A**	
	A:	**B:**
% weighting between components A and B (Standard modules only)	50%	50%

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
Portfolio	Pass/Fail
Component B **Description of each element**	**Element weighting** (as % of component)
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)
Portfolio	Pass/Fail
Component B **Description of each element**	**Element weighting** (as % of component)
2000 word written assignment	100%
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	

FOR OFFICE USE ONLY

First CAP Approval Date	29 November 2016			
Revision CAP Approval Date *Update this row each time a change goes to CAP*		Version	1	Link to MIA 10573