



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Skills for Healthcare Practice 1				
Module Code	UZZSVN-30-1	Level	1	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	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• Communicate and engage holistically with people with diverse health needs, their family and friends, whilst using a person centred approach (Component A)</li> <li>• Competently practice skills of assessment, observation reporting and record keeping in line with national and local legislation and policy (Component A)</li> <li>• Demonstrate effective inter-professional working within a multi-disciplinary team, ensuring individuals care is appropriately tailored and monitored (Component A)</li> <li>• Explore the underpinning evidence base for practice, using a wide range of contemporary sources (Component A)</li> <li>• Reflect and respond to feedback, identifying areas for personal, professional and academic development (Component A)</li> <li>• Deliver safe, effective, person centred practice, whilst adhering to ethical and legal principles and codes of conduct (Component A)</li> <li>• Recognise the effect the environment has on health and wellbeing (Component A)</li> </ul>
Syllabus Outline	<p><b>Ethics and Values Based Practice</b>  Policies, legislation and national standards/frameworks  Accountability and responsibility  Working within personal and professional capabilities and boundaries  Confidentiality  Consent to treatment and concordance  Sharing practice concerns and whistleblowing</p> <p><b>Communication and Interpersonal Skills</b>  Therapeutic skills required in initiating, developing and ending relationships</p>

	<p>Working with people with complex needs</p> <p><b>Practice Delivery and Decision Making</b>  Competencies as specified within the Practice Assessment Document for Year One  Practice portfolio development  Assessment  Public health and promoting health and wellbeing  Infection control and clinical skills  Common medications and side effects  Evidence informed practice  Public protection and Safeguarding  Risk assessment and management  Documentation and record keeping</p> <p><b>Leadership, Management and Team Working</b>  Roles and responsibilities of health care teams  Working safely  Reflective practice  Negotiation skills</p>
Contact Hours	<p>There will be 15 hours of scheduled contact time at University Centre Weston specifically for this module</p> <p>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</p> <p>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.</p> <p>Three practice meetings are scheduled 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.</p> <p>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 learning.</p>
Teaching and Learning Methods	<p><b>Scheduled learning</b> includes lectures, tutorials and workshops at University Centre Weston.</p> <p><b>Independent learning</b> 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.</p> <p><b>Practice learning:</b> All students are expected to be working in a suitable health and social care setting before starting the module</p>
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>

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

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

**Reading Strategy**

**Core reading**

Any core reading will be indicated clearly, along with the method for accessing it, eg 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:**

Arnold, E. and Underman-Boggs, K. (2011). *Interpersonal Relationships: Professional*

	<p><i>Communication Skills for Nurses</i>, 6<sup>th</sup> ed. Philadelphia: Saunders Co. Ltd.</p> <p>Hardy, S., White, J. and Gray, R. (2015). <i>The Health Improvement Profile: A manual to promote physical wellbeing in people with severe mental illness</i>. London: M&amp;K Publishing.</p> <p>Hargreaves, J. and Page, L. (2013). <i>Reflective practice</i>. Polity: Cambridge.</p> <p>Nash, M. (2010) <i>Physical Health and Well-Being in Mental Health Nursing: Clinical Skills for Practice</i>. Oxford: Open University Press.</p> <p>Norman, I. and Ryrie, I. (2013). <i>The Art and Science of Mental Health Nursing: A textbook of principles and Practice</i>, 3<sup>rd</sup> ed. Buckingham: Open University Press.</p> <p>Thomas, J. Pollard, K. and Sellman, D. (2014). <i>Interprofessional Working in Health and Social Care: Professional Perspectives</i>, 2<sup>nd</sup> ed. London: Palgrave MacMillan.</p> <p><b>Journals:</b></p> <p>Issues in Mental Health Nursing</p> <p>International Journal of Mental Health Promotion</p> <p>Mental Health and Physical Activity</p> <p>Journal of Healthcare Assistants</p>
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### Part 3: Assessment

Assessment Strategy	<p>This module is assessed using a portfolio to include a competency framework (Practice Assessment Document).</p> <ul style="list-style-type: none"> <li>• The final summative assessment takes place at the end of year 1.</li> <li>• Students have opportunities for formative assessment with feed-forward comments, from both mentors/supervisors and personal tutors.</li> <li>• Assessment is graded as PASS or FAIL</li> </ul>
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Identify final assessment component and element			
% 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>	
Portfolio		Pass/Fail	
<b>Component B</b> <b>Description of each element</b>		<b>Element weighting</b> <b>(as % of component)</b>	

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

Description of each element	(as % of component)
<p>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.</p>	

**FOR OFFICE USE ONLY**

First CAP Approval Date	29 November 2016			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>		Version	1	<a href="#">Link to MIA 10573</a>