ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	European Union Nurse Adaptation					
Module Code	UZTSX4-30-3		Level	3	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No	
Owning Faculty	Health and Applied Sciences		Field	Continuing Care Adult Nursing		
Department	Nursing and Midwifery		Module Type	Professional Practice		
Contributes towards	BSc (Hons) Health and Social Care MSc Advanced Practice					
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	- NMC Decision Letter - Previously registered nurse within the EU - Current UK DBS Clearance - Criminal Records Clearance from the country of origin translated into English - Health Clearance - Evidence of study within last 5 years - UWE entry criteria of an IELTS score of 7 - Placement to meet NMC requirements		
First CAP Approval Date	16 February 2017		Valid from	May 2017		
Revision CAP Approval Date			Revised with effect from			

Review Date	2023

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to within their own field of practice: - Achieve NMC defined professional outcomes, competencies and essential nursing skills within the agreed NMC timescales (Component A) - Discuss their own country's systems of healthcare provision, comparing it to UK practice; exploring how to bridge this gap (Component B)

	• Analyse the current evidence base for contemporary UK nursing practice, legislation, governance, guidelines and nursing codes of practice and apply to their role as a nurse in a UK healthcare setting (Component A and B) • Examine the complexity of communication needs when working with service users, carers and their families (Component A and B) • Critically appraise the impact that person centred care has for UK nursing practice (Component A and B) • Analyse and reflect on their personal and professional role as a nurse entering practice within a different social context of health (Component A and B) • Discuss the determinants of health and illness, in relation to promotion of self-care; health promotion and public health (Component A) • Demonstrate the use of information technology and health technologies in contemporary nursing practice (Component A)
Syllabus Outline	The syllabus outline below covers the generic learning available to all students. In addition opportunities for field specific learning will be identified, and tailored to each individuals requirements **Professional values** The Code and nursing practice UK based Healthcare policy and guidance Confidentiality, sharing information and reporting Ethical issues Empowerment and the nurse as an advocate **Communication and interpersonal skills** Person- centred care Communication, interpersonal skills and building therapeutic relationships Social inclusion/ exclusion Concepts and models of diversity and difference in a UK health care context **Nursing practice and decision making** Evidence based care and practice Patient safety and Safeguarding Determinants of health and illness Public Health and Health Promotion Service user, carer and family advocacy **Leadership, management and team working** Governance Managing risk Inter-professional and inter-agency working Self-awareness, personal and professional development Field Specific learning to be achieved through attendance at field specific sessions in the current undergraduate programme. Sessions will be identified through a learning contract and help meet the students shortfall identified by the NMC decision letter
Contact Hours	Contact time is 72 hours and includes directed learning and online learning resources. Placement hours are separate to the theory hours and dependent on the shortfall identified by the NMC Delivery pattern; is expected to follow a block approach initially followed by defined periods of attendance in person or webinar / skype interaction for individuals outside of the local geographic area.
Teaching and Learning Methods	Scheduled learning includes lectures, seminars, tutorials, reflection on practice, action learning sets and workshops. Independent learning includes hours engaged with essential reading; activities online; assignment preparation and completion.
Key Information	Key Information Sets (KIS) are produced at programme level for all programmes that

Sets Information	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	72	228	450+	300	✅

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

Coursework: Written assignment or essay, portfolio,
Practical Exam: Competency achievement,

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 assessment percentage		P/F	
		100%	

Reading Strategy	**Core reading** The module handbook and Blackboard site will also reflect the range of reading to be carried out –identifying the core reading required for each session. **Further reading** Students are expected to identify all other reading relevant to their chosen area of focus/ topic 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. **Access and skills** The development of literature searching skills is supported by a Library online workbook provided within the first semester. Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the library web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. There is a 24 hour seven day a week online Chat service where students can obtain support.
Indicative Reading List	**Books** Baggott R (2011) *Public Health: Policy and Politics.* 2nd Edition. Basingstoke:

	Macmillan.
	Burnard, P. and Gill, P. (2009) *Culture, Communication and Nursing*. Harlow: Pearson Education.
	Cockerham WC (2013) *Social Causes of Health and Disease.* 2nd Edition. Cambridge: Polity.
	Garneneau, A.B. and Pepin, J. (2015) Cultural Competence: A constructivist definition *Journal of Transcultural Nursing* 26 (1) 9-15
	Hall, C. and Ritchie, D. (2013) *What is Nursing?* 2nd ed. Exeter: Learning Matters.
	Holland, K. and Hogg, C. (2010) *Cultural Awareness in Nursing and Health Care: An Introductory Text*. [online] London: Edward Arnold.
	Jevon P (2010) *Medicines Management: Essential Clinical Skills for Nurse*. [online]. London: Wiley-Blackwell.
	Jones L and Bennett C (2012) *Leadership in Health and Social Care, An introduction for emerging Leaders*. Banbury. Lanturn.
	Leininger, M and McFarland, M. (2006) *Culture Care Diversity and Universality. A worldwide nursing theory*. London: Jones and Bartlett.
	Shen, Z. (2015) Cultural competence models and cultural competence assessment instruments in nursing: a literature review J*ournal of transcultural Nursing* 26 (3) 308-321
	Tortora G and Derrickson B (2012) *Essentials of anatomy and Physiology*, Oxford: Wiley.
	Weber J, Kelley J and Sprengel A (2010) *Health Assessment in Nursing* (4th ed) London: Lippincott, Williams and Wilkins.
	Journals and online resources.
	British Journal of Nursing – e journal Evidence Based Practice Journal of Clinical Nursing Journal of Community Nursing

Part 3: Assessment

Assessment Strategy	
	Formative assessment To support learners, evidence of outcomes achieved and reflections of learning, will be reviewed throughout the length of the module so as to gain formative feedback.
	Summative Assessment
	Component A: achievement of competencies, NMC outcomes and essential skills as outlined in the ongoing achievement record to be signed off by a sign-off mentor**.**
	Component B
	A 2000 word reflective assignment which focuses on at least one of the competencies from the ongoing achievement record. The reflection should

| | also outline how the individual has met the at least three of the 6cs of nursing (communication, compassion, commitment, courage, competence and care) in achieving this competence.

The reflection should include
• application of knowledge
• analysis of the evidence,
• an action plan that critically analyses personal and professional development. The action plan will consider future career aspirations, and learning needs**.** |
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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. Achieve prescribed NMC competencies as identified in the Ongoing achievement record	Pass / Fail
Component B **Description of each element**	**Element weighting** (as % of component)
1. 2000 word 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. Achieve prescribed NMC competencies as identified in the Ongoing achievement record	Pass / Fail
Component B **Description of each element**	**Element weighting** (as % of component)
1. 2000 word 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.	