



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Teaching and Learning in Adult Nursing Practice				
Module Code	UZTSQX-15-3	Level	3	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	Continuing Care Adult Nursing		
Department	Nursing and Midwifery	Module Type	Standard		
Contributes towards	BSc(Hons) Nursing (Adult) Graduate Diploma Nursing (Adult)				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	N/A		
First CAP Approval Date	5 April 2017	Valid from	September 2017		
Revision CAP Approval Date		Revised with effect from			

Review Date	
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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"> Act as a resource, contributing to an effective learning environment in which safe evidence based practice is fostered, implemented and evaluated (Component A) Recognise through self-management how strengths and limitations can affect outcomes of care (Component A) Analyse the principles and practices of effective learning and assessment in the workplace (Component A) Demonstrate the ability to offer and receive constructive formal and informal feedback (Component A) Reflect on personal learning needs and identify future support systems and career pathways to develop insight and discover new ways of working (Component A) Demonstrate ability to critically reflect in action (Component A)
Syllabus Outline	<p>Professional Values</p> <ul style="list-style-type: none"> Teaching using reflection in and on action Role Modelling- social theory of learning Training vs. education <p>Communication and Interpersonal Skills</p>


- Effective communication including questioning and feedback skills
- Nursing Practice and Decision Making**
- Frameworks for support, supervision and assessment
 - Practice Development
 - Learning outcomes, aims and objectives
- Leadership Management and Team Working**
- Service Improvement and enhancement
 - Teaching and learning: facilitating the development of others
 - Mentorship
 - Managing self
 - Adult learning barriers and behaviours

Contact Hours 36 hours contact to include face-to-face, lectures, seminars, Skills, simulation and case based learning, online learning

- Teaching and Learning Methods** A variety of approaches will be used which may include:
- Workshops
 - Lectures and Seminars
 - Enquiry based learning
 - Case based learning
 - E learning (Blackboard)
 - Role play

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				
<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



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

Practical Exam: practical exam

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	
Coursework assessment percentage	
Practical exam assessment percentage	100%
	100%

Reading Strategy	<p>Core readings: It is essential that students read one of the many texts available through the Library. Module guides will also reflect the range of reading to be carried out.</p> <p>Further readings: Students are expected to identify all other reading relevant to their chosen research 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.</p> <p>Access and skills: The development of literature searching skills is supported by a Library seminar provided within the first semester. These level three skills will build upon skills gained by the student whilst studying at levels one and two. 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.</p>
Indicative 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. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</p> <p>Books</p> <p>Aston, L. and Hallam, P. (2014) <i>Successful mentoring in nursing</i>. 2nd Edition. Exeter: Learning Matters Ltd.</p> <p>Bastable, S. (2013) <i>Nurse as Educator: Principles of Teaching and Learning for Nursing Practice</i>. 4th Edition. Burlington: Jones and Bartlett Publishers.</p> <p>McKimm, J. and Swanwick, T. (2010) <i>Clinical Teaching Made Easy: a Practical Guide to Teaching and Learning in Clinical Settings</i> [online]. London: Quay. [Accessed 17 June 2016].</p> <p>Reece, I and Walker, S. (2016) <i>Teaching, Training and Learning: A Practical Guide</i>. Kindle Edition. Sunderland: Business Education Publishers Ltd.</p> <p>Shaw, M. and Fulton, J. (2015) <i>Mentorship in Healthcare</i>. 2nd Edition. Keswick: M & K Publishing</p>

Part 3: Assessment

Assessment Strategy	<p>A maximum of 25 minutes teaching session based on an agreed topic related to practice. The 25 minutes includes time for critical questioning.</p> <p>The assessment within this module has been designed to enhance and support students in their teaching skills, as this will be a key aspect of their role as a mentor of the future.</p> <p>The learning outcomes for this module are closely mapped to the NMC requirements for mentors so that on completion of the module students will be able to further develop these skills on registration.</p> <p>Formative assessment</p> <ul style="list-style-type: none"> • A lesson plan • Workbook <p>Component A</p> <p>A teaching session related to <i>patient safety</i> followed by critical questioning.</p> <p>The workbook will form part of the summative submission for this module and 5% of the overall marks are awarded for satisfactory completion of the</p>
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	workbook . The teaching session will be delivered to peers within the classroom setting. Students will agreed the focus or theme with the module leader or group facilitator.
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	
First Sit		
Component A (controlled conditions) Description of each element	Element weighting <i>(as % of component)</i>	
Teaching session (maximum 25 minutes)	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting <i>(as % of component)</i>	
Teaching session (maximum 25 minutes)	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	5 April 2017		
Revision CAP Approval Date		Version	1