



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Teaching and Learning in Mental Health Nursing				
Module Code	UZZSR4-15-3	Level	3	Version	1
UWE Credit Rating	15	ECTS Credit Rating		WBL module?	NO
Owning Faculty	Health and Applied Sciences	Field	Mental Health and Learning Disabilities		
Department	Nursing and Midwifery	Module Type	Standard		
Contributes towards	BSc(Hons) Nursing (Mental health) Graduate Diploma Nursing (Mental Health)				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	none		
First CAP Approval Date	5 April 2017	Valid from	September 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>Act as a resource, contributing to an effective learning environment in which safe evidence based practice is fostered, implemented and evaluated (Component A)</li> <li>Demonstrate effective teaching and learning skills to facilitate the development of others (Component A)</li> <li>Analyse the principles and practices of effective learning and assessment in the workplace (Component A)</li> <li>Appraise and justify own responses to formal and informal feedback, and plan how personal, professional and academic development can be enhanced (Component A)</li> <li>Establish effective working relationships that facilitate personal development in self and others and positively influence organisational change (Component A)</li> </ul>
Syllabus Outline	<p><b>Professional Values</b></p> <ul style="list-style-type: none"> <li>Teaching using reflection in and on action</li> <li>Role Modelling- social theory of learning</li> <li>Training vs. education</li> </ul> <p><b>Communication and Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Effective communication including questioning and feedback skills</li> <li>Skills involved in supervision, teaching and leadership</li> </ul>

**Nursing Practice and Decision Making**

- Frameworks for support, supervision and assessment
- Practice Development
- Learning outcomes, aims and objectives
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**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
- Transition to professional registration
- Psychology of management and leadership
- Challenges to current care organisation and provision: political, economic and philosophical
- Preceptorship: planning for the future
- Supervising, leading, managing and promoting best practice

Contact Hours 36 hours contact which may include contact via teaching and learning methods below

Teaching and Learning Methods

**Scheduled learning:** may include: lectures, seminars, tutorials, demonstration, practical classes, student led presentations and teaching, and workshops

**Independent learning** includes hours engaged with essential reading, teaching session preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.

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 skills assessment,

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:

	<table border="1"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>100%</td> <td></td> </tr> <tr> <td></td> <td></td> <td>100%</td> <td></td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage				Coursework assessment percentage				Practical exam assessment percentage		100%				100%	
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Coursework assessment percentage																					
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		100%																			
Reading Strategy	<p><b>Core readings</b> 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> 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> 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 Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library. Students will be directed to reading which is available in a number of formats. The expectation is that students will read widely by identifying relevant material using module handbook, library catalogue and resources.</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><b>Books</b></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>. 2<sup>nd</sup> Edition. Keswick: M &amp; 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><b>Formative assessment</b></p> <ul style="list-style-type: none"> <li>• A lesson plan</li> <li>• Workbook</li> </ul> <p><b>Component A</b></p> <p>A teaching session related to <i>patient safety</i> followed by critical questioning. The teaching session will be delivered to peers within the classroom setting. 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 workbook</p> <p>Students will agreed the focus or theme with the module leader or group facilitator.</p>
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Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	100%	
<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>	
Teaching session (maximum 25 minutes)	100%	

<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>	
Teaching session (maximum 25 minutes)	100%	
<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	5 April 2017		
Revision CAP Approval Date	Version	1	<a href="#">Link to RIA 11818</a>