



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Teaching and Learning in Children's Nursing Practice				
Module Code	UZUSQU-15-3	Level	3	Version	1
Owning Faculty	Health and Applied Sciences	Field	Maternal and Child Health		
Department	Nursing and Midwifery				
Contributes towards	BSc (Hons) Nursing (Children's) Graduate Diploma Nursing (Children's)				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	none		Co- requisites	none	
Excluded Combinations	none		Module Entry requirements	N/A	
Valid From	September 2017		Valid to	September 2019	

CAP Approval Date	5 April 2017
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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"> Analyse the principles and practices of effective learning and assessment in the workplace (Component A) Explore evidence based approaches to enhance nursing care delivery and health outcomes (Component A) Demonstrate 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 (Component A) Act as a resource, contributing to an effective learning environment in which safe evidence based practice is fostered, implemented and evaluated (Component A) Demonstrate ability to critically reflect in action (Component A) Communicate in a manner consistent with professional behaviour (Component A)
Syllabus Outline	<p>Professional Values</p> <ul style="list-style-type: none"> Continuing Professional Development Personal development Teaching using reflection in and on action Role Modelling- social theory of learning Training vs. education

Communication and Interpersonal skills

- Learning Environments to enhance learning
- Learning theory, philosophy and pedagogy
- Feedback
- Teaching and learning styles

Nursing Practice and Decision Making

- Practice Development
- Learning outcomes, aims and objectives
- Assessment processes

Leadership, Teamworking and Management

- Facilitation of learning in practice
- Tackling adult learning barriers

Contact Hours A total of 36 hours in the form of seminars, skills sessions, action learning and simulation

Teaching and Learning Methods A variety of teaching methods will be utilised in this module including:

- 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:

	<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>0%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>0%</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		0%		Coursework assessment percentage		0%		Practical exam assessment percentage		100%				100%	
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Coursework assessment percentage		0%																			
Practical exam assessment percentage		100%																			
		100%																			
Reading Strategy	<p>Core readings It is essential that when studying this module 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 and at level three. 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>Fry, H, Ketteridge, S and Marshall, S (2014) <i>A handbook for Teaching and Learning in Higher Education</i> [online]. London: Routledge. [accessed on 17th February 2017]</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</p>
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	<p>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 patient safety 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 workbook.</p> <p>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.</p>
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Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A:	B:
	100%	
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Teaching session (maximum of 25 minutes)	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Teaching session (maximum of 25 minutes) .		
If a student is permitted an EXCEPTIONAL RETAKE of the module 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