



STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Professional Practice 2				
Module Code	UZTY3K-30-3	Level	3	Version	1
Owning Faculty	Health and Applied Sciences	Field	Continuing Care Adult Nursing		
Contributes towards	MSc Nursing (Adult) MSc Nursing (Mental Health)				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Professional Practice
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	September 2017		Valid to		

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"> • Meet the requirements of assessment practice within the OAR (Component A) • Consolidate a variety of skills to facilitate effective communication with colleagues, people with differing health needs, their family and friends with respect, sensitivity, compassion and dignity (Component A) • Explore evidence based approaches to enhance nursing care delivery and health outcomes, demonstrating safe, evidence based care and the ability to change care approaches in practice (Component A) • Appraise current professional, ethical and legal principles which protect people with a range of health needs, their family and friends and the general public (Component A) • Employ holistic principles to co-ordinate care and examine the effects the environment has on health and wellbeing (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) • Consolidate skills of professional liaison and collaboration in the delivery and management of care through inter-professional and intra-agency working (Component A) • Explore own skills of reflection to demonstrate how this has enhanced personal and professional development (Component A) • Demonstrate the skills required to safely manage and co-ordinate high quality care whilst employing effective resource management (Component A)

Syllabus Outline	<p>Professional Values</p> <ul style="list-style-type: none"> • Policies and frameworks, legislation and national standards • Ethical decision making: accountability and responsibility, working within personal and professional capabilities and boundaries <p>Communication and Interpersonal Skills</p> <ul style="list-style-type: none"> • Information technology skills • Conflict resolution • Acting as a role model <p>Nursing Practice and Decision Making</p> <ul style="list-style-type: none"> • Nursing skills as identified in Ongoing Achievement Record (Level 3) • Safeguarding • Application of strategies to support service users with complex needs • Care delivery in a variety of health care settings • Health promotion • Application of public health policy • Evidence based nursing care: critical analysis of evidence of interventions both nationally and internationally • Pharmacology and medicines administration and management • Pharmacological interventions: consent to treatment; concordance and collaboration; administration and monitoring effects of medication • Calculation and numeracy skills for safe administration of medicines • Issues of risk: appropriate risk taking, reflection on decisions involving risk and re- evaluating risk • Manual Handling • Basic Life Support <p>Leadership, Management and Team working</p> <ul style="list-style-type: none"> • Negotiation skills • Supervising, leading, managing and promoting best practice • Transition to professional registration • Resource management and commissioning services • Service Improvement: processes and mechanisms for audit • Organising care delivery and management of resource • Inter-professional and intra- agency liaison
Contact Hours/Scheduled Hours	Whilst on placement you will typically spend one day per fortnight, learning with your peers. These days are called 'Supervision of Learning Days' (SoLD). These days are practice orientated, including the use of simulation. There will be 72 hours contact at UWE, plus mentor supervised practice.
Teaching and Learning Methods	<p>Scheduled learning: lectures, seminars, tutorials, demonstration, practical classes, student led presentations, peer teaching, and workshops.</p> <p>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</p>
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>				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	78	887.5	1037.5 

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

Practical Exam: Ongoing achievement record; competencies, numeracy

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	0%
Practical exam assessment percentage	100%
	100%

Reading Strategy

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.

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.

Access and skills:

The development of literature searching skills is supported by a Library seminar provided within the first semester. 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	<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. <i>Current</i> advice on additional reading will be available via the module guide or Blackboard pages. References are cited according to <u>UWE Harvard</u>, the prescribed form of referencing within the Faculty of Health and Applied Sciences.</p> <p>Books:</p> <p>Bach, S. and Ellis, P. (2015) <i>Leadership, Management and Team Working in Nursing</i>. 2nd Edition. Exeter: Learning Matters.</p> <p>Burton, R. and Ormrod, G. (2011) <i>Nursing: Transition to Professional Practice (Prepare for Practice)</i>. Oxford: Oxford University Press</p> <p>Dougherty, L. (2011) <i>The Royal Marsden Hospital Manual of Clinical Nursing Procedures</i>. Student Edition. 8th Edition. Oxford: Blackwell Science Ltd.</p> <p>Howatson-Jones, L. (2013) <i>Reflective Practice in Nursing</i>. 2nd ed. Learning Matters Ltd.</p> <p>Jones, L. and Bennett, C. (2012) <i>Leadership in Health and Social Care, An introduction for emerging Leaders</i>. Gloucestershire: Lantern Publishing Ltd.</p> <p>Kneisl, C. and Trigoboff, E. (2013) <i>Contemporary Psychiatric-mental Health Nursing</i>. 3rd ed. London: Pearson.</p> <p>Sellman, D. Snelling, P. (2016) <i>Becoming a nurse: Fundamentals for professional practice</i>. 2nd ed. Abingdon-on-Thames: Routledge.</p> <p>Shaw, M. and Fulton, J. (2015) <i>Mentorship in Healthcare</i>. 2nd Edition. Keswick: M & K Publishing.</p> <p>Young, S. and Pitcher, B. (2016) <i>Medicines Management for Nurses at a Glance</i>, Chichester: Wiley-Blackwell.</p> <p>Wrycraft, N. (2012) <i>Mental Health Nursing: case book</i>. Maidenhead: McGraw-Hill Open University Press</p> <p>Journals: British Journal of Nursing Issues in Mental Health Nursing International Journal of Mental Health Promotion Mental Health and Physical Activity Mental Health Practice Nurse Education Today Nursing Management Nursing Standard</p>
Part 3: Assessment	
Assessment Strategy	<p>This module has assessed components: Ongoing Achievement Record (OAR).</p> <p>The final summative assessment takes place at the end of Placement 5 in year 2. Please refer to the OAR document for competencies.</p>

	<p>Component A</p> <p>This Ongoing Achievement Record, (OAR) is assessed by nurse mentors within a competency framework to ensure students meet Nursing and Midwifery Council skills and knowledge. Students complete Multiple Choice Questionnaires (MCQs) in relation to Basic Life Support, Manual Handling and Numeracy. Students are required to achieve a minimum prescribed percentage in each MCQ in order to access associated practical sessions where they are required to demonstrate safe practice in Basic Life Support, Manual Handling and Numeracy.</p> <p>Students have opportunities for formative assessment with feed-forward comments, from both mentors, Academics in Practice (AiPs) and Academic Personal Tutors (APT's).</p>
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Identify final assessment component and element	Component A element 1	
% weighting between components A and B (Standard modules only)	A:	
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Achieve prescribed competencies as identified in the Ongoing Achievement Record	Pass/Fail	
2. Successful completion of Basic Life Support, Manual Handling and Numeracy	Pass/Fail	

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 competencies as identified in the Ongoing Achievement Record (At the Discretion of the Award Board)	Pass/Fail	
2. Successful completion of Basic Life Support, Manual Handling and Numeracy	Pass/Fail	
<p>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.</p>		

FOR OFFICE USE ONLY

First CAP Approval Date	5 April 2017		
Revision CAP Approval Date	Version	1	Link to MIA 10632