



STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Professional Practice 1				
Module Code	UZTY3D-30-2	Level	2	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		

<b>CAP Approval Date</b>	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"> <li>• Meet the requirements of assessed practice within the OAR (Component A)</li> <li>• Apply principles of knowledge of health, illness, disability and disease in order to inform care management (Component A)</li> <li>• Employ skills of reflection to enhance learning for personal and professional development, appraising own responses to formal and informal feedback and plan how personal, professional and academic development can be enhanced (Component A)</li> <li>• Demonstrate the ability to accurately calculate and safely administer medication (Component A)</li> <li>• Utilise holistic principles to plan and deliver care recognising the effects the environment has on health and wellbeing across the age spectrum (Component A)</li> <li>• Recognise and interpret signs of deterioration; document and communicate findings appropriately (Component A)</li> <li>• Demonstrate skills in collaborative care planning and risk assessment including positive risk taking and risk management (Component A)</li> </ul>
Syllabus Outline	<p><b>Professional Values</b></p> <ul style="list-style-type: none"> <li>• Working in Partnership; the contribution of other professions/agencies</li> <li>• Legal and ethical frameworks for delivering care</li> <li>• Mechanisms for support of self and others</li> </ul> <p><b>Communication and Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>• Interpersonal skills required for a therapeutic relationship with service users and carers</li> <li>• Involving service users in their care</li> <li>• Assertiveness, influencing and negotiation skills</li> <li>• Reflection of personal and professional development</li> </ul>

**Nursing Practice and Decision Making**

- Nursing Skills as identified in the Ongoing Achievement Record (OAR)
- Safe and accurate complex medicine calculations

**Leadership, Management and Team Working**

- Collaborative approaches to care delivery
- Skills for working in an inter-professional / interagency team
- Management of resources to ensure quality of care
- Use of teaching and evaluation to develop the safe practice of others
- Independent working
- Delegation skills and supervision of care
- Autonomous working and scope of practice
- Peer Assisted Learning

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

A variety of approaches will be used which may include:

- Practice
- Simulation of scenarios through TEL based platforms
- Simulation and skills
- Workshops
- Enquiry based learning
- Case based learning
- E learning (Blackboard)
- Role play

Those learning outcomes not individually mapped to the module assessment will be assessed formatively within the module delivery.

Key Information Sets Information

Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which a requirement is 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	78	712.5	862.5

**Coursework:** Ongoing Achievement Record, competencies, numeracy

Total assessment of the module:			
Written exam assessment percentage			
Coursework assessment percentage			0%
Practical exam assessment percentage			P/F
			0%

Reading Strategy

**Core readings**

Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a 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.

**Further readings**

All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.

**Access and skills**

Students are expected to be able to identify and retrieve appropriate reading. Students will be given the opportunity to attend sessions on selection of appropriate databases and search skills. 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

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. Current advice on additional reading will be available via the module guide or Blackboard pages.

References are cited according to UWE Harvard, the prescribed form of referencing within the Faculty of Health and Applied Sciences.

**Books**

Callaghan, P. (2012) *Emergencies in Mental Health nursing*, Oxford: Oxford University Press

Chambers, C. and Ryder, E. (2012) *Excellence in Compassionate Nursing Care leading the change*. Milton Keynes: Radcliffe Publishing Ltd.

Clarke, D. and Ketchell, A. (2016) *Nursing the Acutely Ill Adult: Priorities in Assessment and Management*. 2<sup>nd</sup> Revised Edition. London: Palgrave Macmillan.

Dougherty, L. (2011) *The Royal Marsden Hospital Manual of Clinical Nursing Procedures*. Student Edition. 8th Edition. Oxford: Blackwell Science Ltd.

Norman, I. and Ryrie, I. (2009) *The Art and Science of Mental Health Nursing*, 2<sup>nd</sup> ed, Oxford: Open University Press

Peate, I. and Dutton, H. (2012) *Acute Nursing Care: Recognising and Responding to Medical Emergencies*. Abingdon-on-Thames: Routledge.

Sines, D.; Aldridge-Bent, S.; Fanning, A.; Farrelly, P.; Potter, K.; Wright, J. (2013)

*Community and Public Health Nursing*, 5<sup>th</sup> Edition, Kindle Edition, Chichester: Wiley-Blackwell.

Stacey, E., Felton, A., Bonham, P. and Holland, K. eds. (2012) *Placement Learning in Mental Health Nursing: a guide for students in practice*. Oxford: Bailliere Tindall.

Young, S. and Pitcher, B. (2016) *Medicines Management for Nurses at a Glance*, Chichester: Wiley-Blackwell.

Weinstein, J. (2010) *Mental Health, Service User Involvement and Recovery*. London: Jessica Kingsley.

**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  
 Journal of Clinical Nursing  
 Journal of Community Nursing  
 Nursing Older People

**Part 3: Assessment**

Assessment Strategy	<p>This module has assessed components: Ongoing Achievement Record (OAR).</p> <p>This Ongoing Achievement Record, (OAR) is assessed by nurse mentors with a competency framework; to ensure students meet Nursing and Midwifery Council skills and knowledge.</p> <p>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	<b>Component A, Element 1</b>
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% 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)
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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
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> 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 <a href="#">Link to MIA 10632</a>