



## MODULE SPECIFICATION

Part 1: Information			
<b>Module Title</b>	Nursing 3: Complexities of health in adult nursing		
<b>Module Code</b>	UZTK8N-30-2	<b>Level</b>	2 (FHEQ Level 5)
<b>For implementation from</b>	September 2019		
<b>UWE Credit Rating</b>	30	<b>ECTS Credit Rating</b>	15
<b>Faculty</b>	Health and Applied Sciences	<b>Field</b>	Continuing Care Adult Nursing
<b>Department</b>	Nursing and Midwifery		
<b>Contributes towards</b>	BSc (Hons) Nursing (Adult)		
<b>Module type</b>	Project		
<b>Pre-requisites</b>	None		
<b>Excluded Combinations</b>	None		
<b>Co- requisites</b>	None		
<b>Module Entry requirements</b>	None		

Part 2: Description	
<p>This module explores the changing nature of healthcare needs and the national/international challenges for healthcare delivery for older people living with a long term condition. This module will enable nursing students to demonstrate how their current and future roles contribute to making excellence in nursing care an integral part of everyday care practices and services. This reflects the importance of the condition for individuals, their families, health and social care services and the wider community.</p> <p>This module includes an exploration of service availability and how to improve access for adults, advocacy, consent and capacity, making adjustments to care delivery or to lifestyle. It will also suggest ways to support inclusion and respond to deterioration in physical and mental wellbeing, thereby helping students to make links between health status and health outcomes.</p> <p>This module will use a range of learning and teaching strategies to support student learning and will include:</p> <ul style="list-style-type: none"> <li>• Lectures</li> <li>• Scenario based teaching through interaction</li> <li>• Group work</li> <li>• Self-directed learning</li> <li>• Digital learning delivered through Blackboard and other virtual learning platforms</li> </ul> <p>The teaching and content will be delivered by academics, Service users and Carers, and external partners from adult field of nursing.</p>	

The indicative content of the module will focus on the Nursing and Midwifery Council (NMC) Future Nursing Standards (2018). Within each module in the programme, teaching and learning progressively explores the nature of care and practice, focusing on the NMC Standards of proficiency platforms and annexes

- Being an accountable professional
- Promoting health and preventing ill health
- Assessing needs and planning care
- Providing and evaluating care
- Leading and managing nursing care and working in teams
- Improving safety and quality of care
- Coordinating care

And two annexes.

- Communication and relationship management skills
- Nursing procedures

### Part 3: Assessment: Strategy and Details

The use of a case study assignment will allow students to further develop their academic skills, and demonstrate their knowledge in nursing care delivery for adults living with a long-term condition informed by national and international evidence.

**Formative assessment:** Students will have the opportunity to give a 10 minute presentation outlining their choice in topic and a plan for completion of the summative assignment. Immediate feedback will be given and signposting to appropriate resources.

**Summative assessment:** This assignment consists of 3000 words broken down into two areas.

Part 1: Students will write approximately 1750 words detailing the needs of an older person experiencing a change in health or social circumstances. Students are expected to analyse the impact in terms of the social, emotional and physiological aspects of delivering care in the short, mid and long-term. This should also include services that are available to the older person and their families. This should be supported with appropriate references. Examples that may be used are:

- Diagnosis of dementia
- Social care intervention
- Safeguarding
- Hypertension

Students should analyse:

- The change in health or social circumstance and the impact of this on the individual and family
- Address the social, psychological and physiological effects
- The efficacy of available services

Part 2: Students will write approximately 1000 words, to identify one nursing intervention from the discussion in part one, which meets the needs of the older adult and family through the nursing process supported with literature. Additionally, approximately 250 words should be used to grade and provide a rationale for the grade against the assessment criteria. Students are expected to provide a reference list as per university guidelines.

Identify final timetabled piece of assessment (component and element)	Component A	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	100%	

First Sit																										
Component A (controlled conditions) Description of each element	Element weighting (as % of component)																									
1. 3000 written assignment	100%																									
Resit (further attendance at taught classes is not required)																										
Component A (controlled conditions) Description of each element	Element weighting (as % of component)																									
1. 3000 written assignment	100%																									
Part 4: Learning Outcomes & KIS Data																										
<b>Learning Outcomes</b>	<p>On successful completion of this module students will be able to:</p> <p>Core Module Learning Outcomes</p> <ol style="list-style-type: none"> <li>1. Facilitate equitable access to healthcare for people who are vulnerable or have a disability, demonstrate the ability to advocate on their behalf when required, and make necessary reasonable adjustments to the assessment, planning and delivery of their care based on evidence</li> <li>2. Understand and apply a person-centred approach to nursing care, demonstrating shared assessment, planning, decision making and goal setting when working with people, their families, communities and populations of all ages</li> <li>3. Demonstrate the knowledge and skills required to support people with commonly encountered physical health conditions, their medication usage and treatments, and act as a role model for others in providing high quality nursing interventions when meeting people's needs</li> </ol> <p>Field Specific Learning Outcomes</p> <ol style="list-style-type: none"> <li>4. Identify and assess the needs of older people and families and the possible impact on their life choices, mental, physical and behavioural health and wellbeing</li> <li>5. Understand the principles and processes involved in planning and facilitating the safe discharge and transition of people between caseloads, settings and services</li> </ol> <p>All learning outcomes will be assessed through Component A.</p>																									
<b>Key Information Sets Information (KIS)</b>	<table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </thead> <tbody> <tr> <td colspan="4">Number of credits for this module</td> <td>30</td> </tr> <tr> <td>Hours to be allocated</td> <td>Scheduled learning and teaching study hours</td> <td>Independent study hours</td> <td>Placement study hours</td> <td>Allocated Hours</td> </tr> <tr> <td>300</td> <td>72</td> <td>228</td> <td>0</td> <td>300</td> </tr> </tbody> </table>	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	228	0	300
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<b>Contact Hours</b>																										

<b>Total Assessment</b>	<p>The table below indicates as a percentage the total assessment of the module which constitutes;</p> <p><b>Coursework:</b> Written assignment</p> <p>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:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="4">Total assessment of the module:</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="4">Written exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td colspan="4">Coursework assessment percentage</td> <td style="text-align: center;">100%</td> </tr> <tr> <td colspan="4">Practical exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td colspan="4"></td> <td style="text-align: center;">100%</td> </tr> </table>	Total assessment of the module:										Written exam assessment percentage				0%	Coursework assessment percentage				100%	Practical exam assessment percentage				0%					100%
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<b>Reading List</b>	<a href="https://rl.talis.com/3/uwe/lists/2DC95AEA-AA06-83C6-A56B-F3D2F4A56CD3.html">https://rl.talis.com/3/uwe/lists/2DC95AEA-AA06-83C6-A56B-F3D2F4A56CD3.html</a>																														

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<b>First Approval Date (and panel type)</b>	30 May 2019		
<b>Revision ASQC Approval Date</b> <i>Update this row each time a change goes to ASQC</i>		<b>Version</b>	Link to RIA