



Module Specification

Principles of Nursing (Field Specific)

Version: 2023-24, v2.0, 20 Mar 2023

Contents

Module Specification	1
Part 1: Information	2
Part 2: Description	2
Part 3: Teaching and learning methods	4
Part 4: Assessment.....	5
Part 5: Contributes towards	6

Part 1: Information

Module title: Principles of Nursing (Field Specific)

Module code: UZUYCD-15-1

Level: Level 4

For implementation from: 2023-24

UWE credit rating: 15

ECTS credit rating: 7.5

Faculty: Faculty of Health & Applied Sciences

Department: HAS School of Health and Social Wellbeing

Partner institutions: None

Field: Maternal and Child Health

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: In identifying the role of the future nurse, the NMC (2018) have reinforced the importance of registered nurses in leading and directing holistic person-centred care across the lifespan in a range of settings. Recognising that to work holistically, physical, and mental health and learning needs and differences need to be addressed together, including the need to base therapeutic interventions on individual needs and preferences and the application of evidence.

Features: Not applicable

Educational aims: The module will be delivered within field with some shared delivery of content. There is a requirement for students to develop knowledge of commonly occurring needs and conditions, to plan holistic, person centred healthcare delivery. Healthcare delivery will be considered in relation to the individual, carer and/or family and consideration will be given to protected characteristics (Equality Act, 2010). Students will learn how to apply the nursing process to undertake and evaluate care, including transfer and discharge processes to ensure a seamless experience for the individual and their family. Building on this shared knowledge, all registered nurses then require further in-depth and specialist understanding of the range of commonly occurring conditions and therapeutic needs within their field of practice and to evaluate the delivery of care within a specific age group, or population.

Outline syllabus: The indicative content of the module focuses on the Nursing and Midwifery Council's (NMC) Future Nurse Standards (2018) and content will include:

Exploration of common conditions presented within healthcare delivery

Unconscious bias training to promote non-discriminatory practice

The role that cultures play in healthcare delivery

Approaches to reasonable adjustments, medication management, empowerment, independence, and inclusion in therapeutic management

Evaluation of the effectiveness of strengths-based, person centred, evidence-based care prioritisation and planning

Enhanced communication in healthcare delivery

A fundamental aspect of nursing practice is to ensure that the care provided is inclusive and recognises diversity. Therefore, all modules within this programme have included the principles of globalisation, equality, diversity and inclusivity.

Consideration has been given to module titles, the module description, the assessment, learning outcomes and the reading list.

Part 3: Teaching and learning methods

Teaching and learning methods: A range of learning and teaching activities will be utilised to support student learning and could include:

Lead lectures which may be delivered online or face to face

Field and shared delivery of teaching - Practice based scenarios with the involvement of service users as partners and external professionals to enable students to reflect on multiple perspectives needed to make effective and safe decisions in enhancing person centred care

Seminars and group work will be utilised to support the understanding of fundamental nursing principles and the beginning of problem solving and enquiry-based learning, in addition to the development of self-directed learning skills

Opportunities to learn through peer and academic feedback will be facilitated through the medium of formative assessment

Skills and Simulation

All teaching and learning materials will be digitally accessible (The Public Sector Bodies Accessibility Regulations 2018).

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Evaluate the effectiveness of evidence-based, holistic person-centred care for an individual within their field of practice with a commonly occurring condition.

MO2 Discuss the role of shared assessment, shared decision-making, and facilitation of transitions between services or care contexts in supporting a strengths-based approach to care.

MO3 Demonstrate an understanding of commonly occurring conditions in the areas of practice involving adult nurses, children and Young People's nurses, learning disability nurses and mental health nurses, which incorporates holistic care and the nursing process.

MO4 Demonstrate an understanding of promoting and maintaining non-discriminatory practice.

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

Total = 150

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uzuycd-15-1.html) via the following link <https://uwe.rl.talis.com/modules/uzuycd-15-1.html>

Part 4: Assessment

Assessment strategy: The assessment for this module requires students to produce an e-portfolio reflective piece of writing.

Formative assessment: Student will work within peer groups to discuss ideas for reflective piece and receive feedback from peers. This will be facilitated by academic staff on the module, who will provide additional verbal feedback.

Summative assessment: Students are required to write up to a maximum of 2000-word reflective piece of work exploring their professional responsibility in shared decision-making for an individual with a common occurring condition within their field

of nursing. A reflective model of choice should be utilised within the assignment with a brief rationale for choice of model.

The assessment type has been selected with consideration to the programme as a whole and guided by the principles of the Inclusive Curriculum and Practice Toolkit which aims to optimise learning for all students through developing multiple means of representation and means of expression of learning outcomes.

Assessment tasks:

Written Assignment (First Sit)

Description: Written Assignment (2000 words)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Written Assignment (Resit)

Description: Written Assignment (2000 words)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Nursing (Learning Disabilities) [Glenside] BSc (Hons) 2023-24

Nursing (Adult) [UCS] BSc (Hons) 2023-24

Nursing (Mental Health) [UCS] BSc (Hons) 2023-24

Nursing (Mental Health) [Glenside] BSc (Hons) 2023-24

Nursing (Adult)[Glenside] BSc (Hons) 2023-24