



## **Module Specification**

### **Supporting People with Complex Needs**

Version: 2022-23, v1.0, 17 Aug 2021

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## Part 1: Information

**Module title:** Supporting People with Complex Needs

**Module code:** UZTYCL-30-2

**Level:** Level 5

**For implementation from:** 2022-23

**UWE credit rating:** 30

**ECTS credit rating:** 15

**Faculty:** Faculty of Health & Applied Sciences

**Department:** HAS Dept of Nursing & Midwifery

**Partner institutions:** None

**Delivery locations:** Glenside Campus

**Field:** Continuing Care Adult Nursing

**Module type:** Project

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** This module considers the contemporary challenges of co-ordinating and supporting people with complex needs with reference to equality and diversity.

**Features:** Not applicable

**Educational aims:** The module will facilitate students understanding of how the nurse effectively engages with adults and children and young people experiencing

complex care or severe illness. Students will develop knowledge and understanding of the political context of such support when considering the intersection of health and social support, funding, accessibility and reasonable adjustments, the availability of resources and the role of families and informal carers.

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

Person centred practice

Perspectives of health across life spans

Principles of support and enabling individuals and their families

Consideration of the sociological, psychological ethical legal context associated with complex health care conditions.

The accountable professional: legal, regulatory, and ethical values, equality, and diversity legislation with application to non-discriminatory practice, mental capacity, safeguarding and vulnerability, record keeping and documentation

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

Seminars focused on considering ethical issues

Experts by experience narratives

Student led group work

Using the evidence base students will engage in critical discussions.

Self-directed learning skills will be utilised by students to focus their individual learning.

Experiential learning - using for example simulation suites

Skills and Simulation

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

**Module Learning outcomes:**

**MO1** Demonstrate a critical understanding of the biopsychosocial, political, legal, ethical, and economic factors involved in supporting adults and children, young people from a diverse population to manage long term or severe illness.

**MO2** Locate, examine, and critique the evidence base relating to the treatment of a range of long term and/or severe illness.

**MO3** Demonstrate an understanding of the role of the intra-professional and multi-professional teams in supporting those with complex needs.

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

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](http://readinglists.uwe.ac.uk) via the following link <http://rl.talis.com/3/uwe/lists/A6A9EF14-4DD9-CAE5-8592-E0721D4B28FB.html?draft=1&lang=en-GB&login=1>

## Part 4: Assessment

**Assessment strategy:** The assessment for this module requires students to critically review an underpinning theory/concept within the module that relates to their field of nursing practice. A critical review is thinking carefully and clearly and taking into consideration both the strengths and weaknesses in the material/evidence presented within the assignment.

**Formative assessment:** During the planned Assignment Workshops, students will have the opportunity within small groups to receive feedback and to outline plans for completion of the assignment. Immediate feedback will be given at the workshop and signposting to appropriate resources undertaken.

**Summative assessment:** Students are required to write a maximum of 3,000-word case study that addresses all the learning outcomes. Typical titles may include:

3000-word assignment outlining an evidence-based plan for the support for a child/young person or adult with complex care needs to become as independent as they can be

3000-word assignment outlining an evidenced based plan for the support of a child/young person or adult on diagnosis of a severe illness

3000-word assignment outlining an evidenced based plan of support for a child/young person or adult in the end stages of a severe illness

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 components:****Case Study - Component A (First Sit)**

Description: Case Study (3000 words)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Case Study - Component A (Resit)**

Description: Case Study (3000 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 (Children and Young People) [Sep][FT][Glenside][3yrs] BSc (Hons) 2021-22

Nursing (Mental Health) {Apprenticeship-UWE} [Sep][FT][Glenside][4yrs] BSc (Hons) 2021-22

Nursing (Learning Disabilities) {Apprenticeship-UWE} [Sep][FT][Glenside][4yrs] BSc (Hons) 2021-22

Nursing (Children and Young People) {Apprenticeship-UWE}

[Sep][FT][Glenside][4yrs] BSc (Hons) 2021-22

Nursing (Adult) {Apprenticeship-UWE} [Sep][FT][Glenside][4yrs] BSc (Hons) 2021-22

Nursing (Learning Disabilities) [Sep][FT][Glenside][3yrs] BSc (Hons) 2021-22

Nursing (Mental Health) [Sep][FT][Glenside][3yrs] BSc (Hons) 2021-22

Nursing (Adult) [Oct][FT][UCS][3yrs] BSc (Hons) 2021-22

Nursing (Mental Health) [Oct][FT][UCS][3yrs] BSc (Hons) 2021-22

Nursing (Adult) {Apprenticeship-UCS} [Oct][FT][UCS][4yrs] BSc (Hons) 2021-22

Nursing (Mental Health) {Apprenticeship-UCS} [Oct][FT][UCS][4yrs] BSc (Hons)  
2021-22

Nursing (Adult)[Sep][FT][Glenside][3yrs] BSc (Hons) 2021-22