



Module Specification

Transition to Registration

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Part 1: Information

Module title: Transition to Registration

Module code: UZTYCH-15-3

Level: Level 6

For implementation from: 2023-24

UWE credit rating: 15

ECTS credit rating: 7.5

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: Standard

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Annex A and Annex B within the NMC standards (2018), outline what skills registered nurses should be able to demonstrate, at the point of registration in their chosen field of practice, to perform safely and provide compassionate, evidence-based person-centred nursing care.

Features: Not applicable

Educational aims: This module will prepare students for transitioning from a student to a registered nurse, by ensuring they are equipped to deliver culturally aware nursing procedures throughout the processes of assessment, diagnosis, care and treatment. Within the module, students will finalise their procedural competencies required for evidence-based medicines administration.

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:

Being and 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

Communication and relationship management skills

Nursing procedures

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

Case studies representative of the population

Skills and simulation

Practice based scenarios with the involvement of service users and external professionals to enable students to reflect on multiple perspectives needed to make effective and safe decisions

Seminars and group work

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

Skills and Simulation

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

Module Learning outcomes:

MO1 Demonstrate proficiency in providing safe and compassionate, evidence-based person-centred nursing care

MO2 Demonstrate their understanding of professional and legal requirements and responsibilities in becoming a registered nurse

MO3 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://rl.talis.com/3/uwe/lists/92D49FBC-36FC-A0B1-C22F-6D49F51A0E2A.html?lang=en-GB&login=1) via the following link <https://rl.talis.com/3/uwe/lists/92D49FBC-36FC-A0B1-C22F-6D49F51A0E2A.html?lang=en-GB&login=1>

Part 4: Assessment

Assessment strategy: The assessment for this module consists of two components

Formative assessment: Students will have the opportunity to practice skills from the NMC Annexes that they need to develop for transition to registration.

Summative assessment:

Component A:

The assessment is a 20-minute Subjective, Objective, Assessment and Plan (SOAP) supported with case studies. This is a practical examination that requires students to present a case study of a patient/client. Students are expected to include evidence to support their decision-making.

Structure:

Subjective Information- chief concerns, history of present illness, medical, family and social history

Objective information-physical examination, laboratory test results

Assessment

Plan

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:

Practical Skills Assessment - Component A (First Sit)

Description: 20-minute Subjective, Objective, Assessment and Plan practical examination

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Practical Skills Assessment - Component A (Resit)

Description: 20-minute Subjective, Objective, Assessment and Plan practical examination

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

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