



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Managing the Practice of Adult Nursing				
Module Code	UZTSNN-45-3	Level	3	Version	1
Owning Faculty	Health and Life Sciences	Field	Continuing Care Adult Nursing		
Contributes towards	BSc (Hons) Nursing (Adult)				
UWE Credit Rating	45	ECTS Credit Rating	22.5	Module Type	Professional practice
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	September 2013		Valid to	September 2019	

CAP Approval Date	9 May 2013
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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"> • Demonstrate competence in providing and evaluating care (Component A) • Demonstrate an increased understanding of theories that influence service provision (Component A) • Work in partnership with all relevant groups towards ongoing service improvement initiatives (Component A) • Act as a resource, contributing to an effective learning environment in which safe evidence based practice is fostered, implemented and evaluated (Component A) • Manage the complexities that influence partnership and negotiation in nursing care (Component A) • Recognise through self-management how strengths and limitations can affect outcomes of care (Component A) • Explore evidence based approaches to enhance nursing care delivery and health outcomes (Component A and B) • Analyse the principles and practices of effective learning and assessment in the workplace • Demonstrate ability to critically reflect in action (Component A) • Demonstrate safe, evidence based care (Component A and B) • Demonstrate ability to change care approaches in practice (Component A and B) • Work within relevant codes of conduct, policy and guidance – recognising the ethical and legal issues in practice (Component A and B) • Within the confines of safe practice, initiate and maintain professional boundaries that are sufficiently flexible for providing inter-professional care (Component A and B) • Demonstrate the ability to accurately calculate and safely administer medicines (Component A) • Demonstrate the ability to offer and receive constructive formal and informal feedback (Component A) • Reflect on personal learning needs and identify future support systems and career pathways


	<ul style="list-style-type: none"> • Co-ordinate effective multi-disciplinary and interagency team working (Component A and B) • Reflect on experience to develop insight and discover new ways of working (Component A) • Communicate in a manner consistent with professional behaviour (Component A and B) • Establish effective working relationships that facilitate personal development in self and others and positively influence organisational change (Component A)
Syllabus Outline	<p>Professional Values</p> <ul style="list-style-type: none"> • Empowerment • Questioning policies and regulations that drive and influence care delivery • Identification of unsafe practice • Ethical complexity of consent and confidentiality <p>Communication and Interpersonal Skills</p> <ul style="list-style-type: none"> • Conflict Resolution • Acting as a role model <p>Nursing Practice and Decision Making</p> <ul style="list-style-type: none"> • Supporting others in the delivery of care • Clinical judgment in reviewing and evaluating care • Numeracy Skills for Year 3 • Nursing Skills and Learning Outcomes for practice year 3 as identified in the Ongoing Achievement Record (OAR) • Pathophysiology related to common health conditions e.g. Stroke as outlined in Year 3 case studies • Psycho – Social perspectives related to common health conditions e.g. Stroke as outlined in Year 3 case studies • Nursing care related to common health conditions e.g. Stroke as outlined in Year 3 case studies • Manual Handling • Basic and Intermediate Life support <p>Leadership Management and Team Working</p> <ul style="list-style-type: none"> • Transition to professional registration • Resource management and commissioning services • Service Improvement and enhancement • Organising care delivery and management of resources • Challenges to current care organisation and provision: political, economic and philosophical • Teaching and learning: facilitating the development of others • Supervising, leading, managing and promoting best practice • Mentorship • Managing self
Contact Hours/Scheduled Hours	<p>Whilst on placement you will spend one day a 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 108 hours contact at UWE, plus mentor supervised practice. The module will be delivered in conjunction with Leadership in Adult Nursing.</p>
Teaching and Learning Methods	<p>A variety of approaches will be used which may include:</p> <ul style="list-style-type: none"> • Practice experience

- Technology enhanced learning
- Simulation and clinical skills
- Workshops
- Enquiry based learning
- Case based learning
- 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 Set - Module data				
Number of credits for this module				45
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
450	108	117	225	450



Coursework: Ongoing Achievement Record

Grading in practice

Total assessment of the module:	
Written exam assessment percentage	
Coursework assessment percentage	50%
Practical exam assessment percentage	50%
	100%

Reading Strategy

Core readings:

It is essential that students read one of the many texts available through the Library. Module guides will also reflect the range of reading to be carried out.

Further readings:

Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will be encouraged to read widely using the Library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely.

Access and skills:

The development of literature searching skills is supported by a Library seminar provided within the first semester. These level three skills will build upon skills gained by the student whilst studying at levels one and two. 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

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. However, as indicated above, current advice on readings will be available via the module guide.

References are cited according to UWE Harvard, the prescribed form of referencing within

the Faculty of Health and Life Sciences.

Bach, S. and Ellis, P (2011) *Leadership, Management and Team Working in Nursing*. Exeter: Learning Matters.

Burton, R. Ormrod, G.(2011) *Nursing: Transition to Professional Practice (Prepare for Practice)*. [online]. Oxford : Oxford University Press [Accessed 13 February 2013].

Dougherty, L. (2011) *The Royal Marsden Hospital Manual of Clinical Nursing Procedures* [online]. 8th ed. Oxford: Blackwell Science Ltd. [Accessed 07 February 2013].

Jevon, P. (2010) *Medicines Management :Essential Clinical Skills for Nurse*. [online]. London: Wiley-Blackwell. [Accessed 07 February 2013].

Jones, L. and Bennett, C. (2012) *Leadership in Health and Social Care, An introduction for emerging Leaders*. Banbury. Lanturn..

Kilgallon, K. and Thomspson, J. (2012) *Mentoring in Nursing and Healthcare. A practical Approach*. London. Wiley-Blackwell.

Lawson, E. and Hennefer, D.L. (2010) *Medicines Management in Adult Nursing*. [online]. Exeter: Learning Matters. [Accessed 07 February 2013].

Sellman, D Snelling, P (2010) *Becoming a nurse: a text book for professional practice* Harlow : Pearson Education.

Shaw, M. Fulton,J. (2012) *Mentorship in Healthcare*. Keswick: M & K publishing.

Timmins, F. and Duffy, A. (2011) *Writing Your Nursing Portfolio: A Step-by-Step Guide*. [online]. Maidenhead: Open University Press. [Accessed 07 February 2013].

Journals

British Journal of Nursing – e journal
Evidence Based Practice
Journal of Advanced Nursing – e journal
Journal of Clinical Nursing
Journal of Community Nursing
Journal of Wound Care
Nurse Education in Practice
Nursing Management

Part 3: Assessment

Assessment Strategy	<p>This module is assessed with a competency framework (Ongoing Achievement Record) to ensure students meet Nursing and Midwifery Council skills and knowledge relevant to Adult Nursing.</p> <p>This module has 2 components: Ongoing Achievement Record (OAR) and Graded practice.</p> <p>The OAR is a competency framework to ensure students meet NMC skills, knowledge and requirements. The final summative assessment takes place at the end of the final placement in year 3.</p> <p>Students have opportunities for formative assessment with feed-forward comments, from both mentors and Academic Personal Tutors (APT's).</p> <p>Students complete three 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</p>
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	<p>associated practical sessions where they are required to demonstrate safe practice in Basic Life Support, Manual Handling and Medication Administration.</p> <p>The grading of practice is a separate assessment of clinical practice that gives mentors a formal structure to grade practice.</p>
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Identify final assessment component and element	A	
% weighting between components A and B (Standard modules only)	A:	B:
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	
Component B Description of each element	Element weighting (as % of component)	
1. Grading of practice	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Achieve prescribed competencies as identified in the Ongoing Achievement Record (At the Discretion of the Award Board)	Pass/Fail	
2. Successful completion of Basic Life Support, Manual Handling and Numeracy	Pass/Fail	
Component B Description of each element	Element weighting (as % of component)	
1. Grading of practice	100%	
<p>If a student is referred/failed in practice they will be required to attend a further placement opportunity at the discretion of the award board. They do not attend other components of the module.</p> <p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>		