



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Implementing the Practice of Adult Nursing				
Module Code	UZTSND-45-2	Level	2	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"> • Apply principles of knowledge of health, illness, disability and disease in order to inform care management (Component A and B) • Demonstrate knowledge and understanding of human anatomy, physiology and pathophysiology that underpins clinical reasoning processes (Component B) • Demonstrate knowledge and understanding of the skills and reasoning underpinning basic physical assessment and clinical reasoning (Component B) • Establish the normal variants of health through assessment (Component B) • Demonstrate knowledge of how to document and communicate findings appropriately (Component B) • Demonstrate an understanding of peer assisted learning • Utilise holistic principles to plan and deliver care and recognise the effects the environment has on health and wellbeing across the age spectrum (Component A) • Discuss contemporary professional, ethical and legal principles which protect service users, carers and the general public (Component A) • Apply skills required to effectively engage with service users and carers to meet individual health needs (Component A) • Recognise findings from clinical history and health assessment (Component A and B) • Demonstrate an awareness of common tools to enable clinical reasoning (Component A and B) • Employ skills of reflection to enhance learning for personal and professional development (Component A) • Apply evidence based approaches to enhance nursing care delivery and health outcomes (Component A) • Work within relevant codes of conduct, policy and guidance and recognise their pivotal role in maintaining standards of care (Component A) • Demonstrate skills in risk appraisal, positive risk taking and risk management (Component A)

	<ul style="list-style-type: none"> • Discuss legal mechanisms and ethical principles for the promotion of rights, inclusion, independence and choice of people with learning disabilities, or mental health needs (Component A) • Demonstrate the ability to accurately calculate and safely administer medication (Component A) • Contribute to effective inter-professional working (Component A) • Employ skills to facilitate effective communication with service users, carers and colleagues with sensitivity, accuracy and respect (Component A and B) • Appraise own responses to formal and informal feedback and plan how personal, professional and academic development can be enhanced (Component A) • Utilise available information technology whilst adhering to local and national information governance (Component A)
Syllabus Outline	<p>Professional Values</p> <ul style="list-style-type: none"> • Working in Partnership - The contribution of other professions/agencies • Legal and ethical frameworks for delivering care • Concordance and consent • Mechanisms for support of self and others <p>Communication and Interpersonal Skills</p> <ul style="list-style-type: none"> • Interpersonal skills required for a therapeutic relationship with service users and carers • Involving service users in their care • Assertiveness, influencing and negotiation skills • Having difficult conversations e.g. breaking bad news • Health Informatics <p>Nursing Practice and Decision Making</p> <ul style="list-style-type: none"> • Subjective, objective assessment, planning, interventions, evaluation and revision of care for adults • Structured approaches to documentation including Situation Background Assessment Recommendation (<i>SBAR</i>) Reason Story Vital Signs Plan (<i>RSVP</i>) • Assessment and management of risk • Safe and accurate complex medicine calculations • Use of assessment tools for recognising normal and abnormal variant findings • Nursing Process including care planning and goal setting • Decision making strategies • Nursing Skills as identified in the Ongoing Achievement Record (<i>OAR</i>) • Meeting essential mental and physical health needs which are specific to: <ul style="list-style-type: none"> ○ People with learning disabilities ○ People with mental health needs ○ Older people <p>Leadership, Management and Team Working</p> <ul style="list-style-type: none"> • Reflection of personal and professional development • Collaborative approaches to care delivery • Skills for working in an inter-professional / interagency team • Management of resources to ensure quality of care • Use of teaching and evaluation to develop the safe practice of others • Independent working • Delegation skills and supervision of care
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 Planning and Delivering Nursing Care.</p>

<p>Teaching and Learning Methods</p>	<p>A variety of approaches will be used which may include:</p> <ul style="list-style-type: none"> • Practice • Simulation of scenarios through TEL based platforms • Simulation and skills • Workshops • Lectures and Seminars • Enquiry based learning • Case based learning • E learning (Blackboard) • Role play <p>Those learning outcomes not individually mapped to the module assessment will be assessed formatively within the module delivery.</p>																														
<p>Key Information Sets Information</p>	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which a requirement is set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="427 808 1401 1155"> <thead> <tr> <th colspan="5"><u>Key Information Set - Module data</u></th> </tr> </thead> <tbody> <tr> <td colspan="4">Number of credits for this module</td> <td>45</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>450</td> <td>108</td> <td>117</td> <td>225</td> <td>450</td> </tr> </tbody> </table> <p>Coursework: Ongoing Achievement Record and OSCE</p> <table border="1" data-bbox="571 1279 1262 1514"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td>50%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>50%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	<u>Key Information Set - Module data</u>					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	Total assessment of the module:		Written exam assessment percentage		Coursework assessment percentage	50%	Practical exam assessment percentage	50%		100%
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<p>Reading Strategy</p>	<p>Core readings</p> <p>Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library. Module guides will also reflect the range of reading to be carried out.</p> <p>Further readings</p> <p>All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.</p>																														

	<p>Access and skills</p> <p>Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend sessions on selection of appropriate databases and search skills. 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.</p>
<p>Indicative Reading List</p>	<p>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. Current advice on additional reading will be available via the module guide or Blackboard pages.</p> <p>References are cited according to <u>UWE Harvard</u>, the prescribed form of referencing within the Faculty of Health and Life Sciences.</p> <p>Dougherty, L. (2011) <i>The Royal Marsden Hospital Manual of Clinical Nursing Procedures</i> [online]. 8th ed. Oxford: Blackwell Science Ltd. [Accessed 07 February 2013].</p> <p>Douglas, G., Nicol, F. and Roberston, C. (2009) <i>Macleod's Clinical Examination</i>. (12ed) Edinburgh : Churchill Livingstone.</p> <p>Downie, G. MacKenzie, J. Williams, A. (2006) <i>Calculating Drug Doses Safely</i>. Edinburgh Churchill Livingstone/Elsevier.</p> <p>Lawson, L. Hennefer, D. (2010) <i>Medicines Management in Adult Nursing</i>. [online] Learning Matters. Exeter. [Accessed 07 February 2013].</p> <p>Naidoo, J. Wills, J. (2000) <i>Foundations for Health Promotion</i>. Baillière Tindall. Edinburgh.</p> <p>O'Brien, L. (2012) <i>District Nursing Manual of Clinical Procedures</i>. Wiley-Blackwell. Chichester.</p> <p>Rushforth H (2009) <i>Assessment Made Incredibly Easy</i>. London : Lippincott, Williams and Wilkins.</p> <p>Standing, M (2011) <i>Clinical Judgement and Decision Making for Nursing Students</i>. Learning Matters. Exeter.</p> <p>Weber J, Kelley J and Sprengel A (2010) <i>Health Assessment in Nursing</i> (4th ed) London:Lippincott, Williams and Wilkins.</p> <p>Journals British Journal of Nursing – e journal Intensive and Critical Care Nursing – e journal Journal of Advanced Nursing – e journal Journal of Clinical Nursing Journal of Community Nursing Journal of Wound Care Nursing Older People</p>
Part 3: Assessment	
<p>Assessment Strategy</p>	<p>This module has 2 assessed components: Ongoing Achievement Record (OAR) and an Observed Structured Clinical Examination (OSCE).</p> <p>This Ongoing Achievement Record, (OAR) is assessed by nurse mentors</p>

	<p>with a competency framework; to ensure students meet Nursing and Midwifery Council skills and knowledge.</p> <p>The final summative assessment takes place at the end of placement 3 in year 2. Students have opportunities for formative assessment with feed-forward comments, from both mentors and Academic Personal Tutors (APT's).</p> <p>Students complete 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 associated practical sessions where they are required to demonstrate safe practice in Basic Life Support, Manual Handling and Numeracy.</p> <p>The Observed Structured Clinical Examination (OSCE) is a timed observed assessment. The OSCE will examine your skills and knowledge of assessment and clinical reasoning.</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. OSCE	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. OSCE	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>		