



## **Module Specification**

### **Essentials of Renal Care**

Version: 2023-24, v1.0, 14 Oct 2022

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## Part 1: Information

**Module title:** Essentials of Renal Care

**Module code:** UZWSVD-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 School of Health and Social Wellbeing

**Partner institutions:** None

**Field:** Acute and Critical Care Adult Nursing

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** Essentials of Renal Care 2023-24

**Co-requisites:** None

**Continuing professional development:** No

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

## Part 2: Description

**Overview:** Not applicable

**Features:** Module Entry Requirements: Students must be Registered Practitioners who deliver healthcare service to people with renal care needs. Offered as CPD or stand alone.

**Educational aims:** See Learning Outcomes.

**Outline syllabus:** Day 1. Introduction to the module and literature searching skills:

Appreciation of online learning resources and self-directed learning

Introduction and pathophysiology of the renal system

Investigations in renal disease

Pharmacology in renal care

Day 2. Acute Kidney Injury and Chronic Kidney Disease:

Acute Kidney Injury and Management

Chronic Kidney Disease and Management

Ethical consideration in renal care

Conservative treatment and End of Life Care

Day 3. Renal Replacement Therapy: Haemodialysis:

Salt balance, Target weight and Fluid balance

Vascular access

Haemofiltration and Haemodiafiltration

Haemodialysis complications

Day 4. Renal Replacement Therapy: Peritoneal Dialysis:

Formative Assessment

The principles of Peritoneal Dialysis

Complications of Peritoneal Dialysis

Nutritional support in Renal replacement therapy

Day 5. Renal Replacement Therapy: Transplantation:

Immunology in Transplantation

Pre and Post Transplantation Care

Immunosuppressant management

New Onset Diabetes After Transplantation

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** Scheduled learning includes lectures, seminars, tutorials, reflection on practice and work based learning, practical classes and workshops.

Independent learning includes hours engaged with essential reading especially activities online, case study preparation and presentation, assignment preparation and completion.

The actual contact time is 36 hours and this is complemented by self-directive learning and online learning resources.

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

**MO1** Provide evidence of understanding of the anatomy and physiology of the renal system and how this is affected in renal disease processes

**MO2** Examine the care and management of complications of renal replacement therapies and transplantation in relation to psychological, physiological and social issues

**MO3** Demonstrate knowledge and understanding of the ethical, cultural and quality of life issues associated with renal disease and treatments

**MO4** Evaluate the role of the multidisciplinary team within the renal setting and explore renal nursing leadership in relation to service improvement

**MO5** Explore how evidence based practice influence the diagnosis of renal failure, treatment modalities and the impact on service users

**MO6** Demonstrate an understanding and appreciation of pharmacological and nutritional needs in the management of renal disease

**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/index.html) via the following link <https://uwe.rl.talis.com/index.html>

## **Part 4: Assessment**

**Assessment strategy:** Formative Assessment:

Case study presentation: Individual presentation utilising a reflective model to discuss a particular aspect of care from practice. This promotes peer learning and appreciation of different roles in the delivery of service in healthcare. This will enable them to explore the foundation for the summative assessment.

Summative Assessment:

Case Study Essay (2500 words): Writing an essay demonstrating knowledge and understanding of the delivery of service to a person with renal healthcare needs.

The essay should include a brief history of the person, the pathophysiology of renal dysfunction and how care was delivered in order to meet the person's healthcare needs. The essay should clearly demonstrate understanding of the role of the practitioners in enhancing future practice.

At level 6, students are expected to critically analyse, evaluate and synthesise the delivery of service in this case study. This should include some appreciation of how evidence based practice influences the delivery of renal service.

**Assessment tasks:**

### **Case Study (First Sit)**

Description: 2500 word case study

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

**Case Study** (Resit)

Description: 2500 word case study

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested:

**Part 5: Contributes towards**

This module contributes towards the following programmes of study: