






**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Practice of Neonatal Critical Care				
Module Code	UZURVB-20-M	Level	M	Version	1.1
Owning Faculty	Health and Applied Sciences	Field	Maternal and Child Health		
Department	Nursing and Midwifery				
Contributes towards	BSc Specialist Practice; MSc Advanced Practice, MSc Specialist Practice, MSc Professional Development				
UWE Credit Rating	20	ECTS Credit Rating	10	Module Type	Professional Practice
Pre-requisites	None		Co-requisites	Principles of Neonatal Critical Care UZURVR-40-M OR UZURVS-40-3	
Excluded Combinations	Practice of Neonatal critical Care UZURVQ-20-3	Module Entry requirements	NMC registered and working in a neonatal nursing post or aspiring to such a position		
Valid From	December 2015		Valid to	September 2020	

<b>CAP Approval Date</b>	19 <sup>th</sup> November 2015
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Achieve clinical proficiency, competence* and skill** in the care of the neonate (Component A).</li> <li>2. Critically examine the underlying evidence relating to neonatal bioscience and disease processes in the delivery, evaluation and enhancement of practice strategies (Component B).</li> <li>3. Critically appraise professional and organisational accountability in neonatal care and demonstrate methods of applying such accountability in practice (Component B).</li> <li>4. Critically explore the role of the professional through proposing organisational innovations to accentuate family support, education and stability thus enhancing parent/carer-infant and service relationships (Component B).</li> <li>5. Critically evaluate and propose local and national service quality enhancements that may assist working within increasing complexity of caseload management in neonatal services (Component B)</li> </ol>

	<p>6. Critically appraise personal professional performance and propose leadership role enhancements while meeting the needs of the neonate, their family and the service as a whole (Component B).</p>																									
<p>Syllabus Outline</p>	<p>In line with the Department of Health (DH) (2009); Royal College of Nursing (RCN) (2012a); RCN (2012b) recommendations the syllabus encourages the achievement of professional proficiency through reflection, discussion, debate, evaluation and development of clinical expertise.</p> <p>Competence* in delivering a high standard of neonatal care falls under the following core dimensions (RCN 2012a; RCN 2012b):</p> <ul style="list-style-type: none"> <li>▪ Communication and interpersonal relationships</li> <li>▪ Personal, professional and people development</li> <li>▪ Health, safety and security</li> <li>▪ Service development</li> <li>▪ Quality</li> <li>▪ Equality, diversity and rights</li> <li>▪ Responsibility for holistic patient care</li> </ul> <p>Core clinical skills** (RCN 2012a; RCN 2012b) for neonatal nurses include:</p> <ul style="list-style-type: none"> <li>▪ Fluid, electrolyte, nutrition and elimination management</li> <li>▪ Neurological, pain and stress management</li> <li>▪ Respiratory and cardiovascular management</li> <li>▪ Skin and hygiene management</li> <li>▪ Management of thermoregulation</li> <li>▪ Managing and supporting the family</li> <li>▪ Investigations and procedures as applied to neonatal nursing</li> <li>▪ Use of equipment as applied to neonatal nursing</li> </ul>																									
<p>Contact Hours</p>	<p>48 contact hours. These will take the form of seminars, clinical simulation, group activities, case study, workshops and online activities.</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"> <li>• e-learning including the use of Blackboard</li> <li>• Clinical simulation</li> <li>• Seminars</li> <li>• Experts from and recipients of neonatal services</li> <li>• Analysis of case studies</li> <li>• Explorative workshops</li> </ul>																									
<p>Key Information Sets Information</p>	<table border="1" data-bbox="459 1682 1369 2063"> <thead> <tr> <th colspan="5"><b>Key Information Set - Module data</b></th> </tr> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black; text-align: center;">20</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> </thead> <tbody> <tr> <td style="text-align: center;">200</td> <td style="text-align: center;">48</td> <td style="text-align: center;">152</td> <td style="text-align: center;">0</td> <td style="text-align: center;">200</td> </tr> <tr> <td colspan="5" style="text-align: right;"></td> </tr> </tbody> </table>	<b>Key Information Set - Module data</b>					<i>Number of credits for this module</i>				20	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	200	48	152	0	200					
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The table below indicates as a percentage the total assessment of the module which constitutes a -

Total assessment of the module:					
Competency assessment				P/F	
1000 word assignment				100%	
				100%	

**Reading Strategy**

**Core readings**

Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print 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.

**Further readings**

Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.

**Access and skills**

Students will be presented with opportunities within the module to develop their information retrieval and evaluation skills in order to identify resources effectively. 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 List**

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.

BLISS. (2015) *BLISS Baby report 2015: Hanging in the balance (England)*. London: BLISS.

Davies, L; McDonald, S eds (2008) *Examination of the Newborn and Neonatal Health. A multidimensional approach*. Churchill: Livingstone/Elsevier.

Department of Health (DH) (2009) *NHS Toolkit for High Quality Neonatal Services*. London: DH.

Goldsmith, J; Karotkin, E; Siede, B. (2011) *Assisted Ventilation of the Neonate* (5th edition). USA: Elsevier Saunders.

Hall, M; Noble, A; Smith, S. (2009) *A foundation for neonatal care. A multi-*

*disciplinary guide*. Oxford: Radcliffe Publishing.

Kenner, C & Lott, J.W. EDS. (2014) *Comprehensive Neonatal Care: An Interdisciplinary Approach*. USA :Saunders Elsevier, 5th ed.

Marshall, J & Raynor, M. EDS (2014) *Myles Textbook for Midwives*. Churchill: Livingstone/Elsevier, 16th ed.

Royal College of Nursing (RCN) (2012a) *Competence, education and careers in neonatal nursing: RCN guidance*. London: RCN.

Royal College of Nursing (RCN) (2012b) *Matching knowledge and skills for Qualified In Speciality (QIS) Neonatal nurses: A core syllabus for clinical competency*. London: RCN.

Sinha, S; Miall, L; Jardine, L. (2012) *Essential Neonatal Medicine* (5th edition). Oxford: Wiley-Blackwell.

<b>Part 3: Assessment</b>	
Assessment Strategy	<p><b>The assessment strategy has been developed in negotiation with the neonatal critical care network to ensure parity against national standards in neonatal services</b></p> <p>Component A: Competencies for neonatal care have been set by the RCN (2012) Achieve prescribed competencies specific to neonatal care</p> <p>Component B: The 1000 word assignment is based on a critical analysis of policy impact changes to neonatal care provision</p>

Identify final assessment component and element	<b>Component B</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>P/F</b>	<b>100</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. Achieve prescribed competencies specific to neonatal care	Pass/fail	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. 1000 word assignment	100%	

<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting (as % of component)</b>
1. Achieve prescribed competencies specific to neonatal	Pass/fail

care	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. 1000 word assignment	100%
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.	