



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Making a Difference 3				
Module Code	UZZSYW-30-3	Level	3	Version	1
Owning Faculty	Health and Applied Sciences	Field	Mental Health and Learning Disabilities		
Contributes towards	BSc (Hons) Nursing (Mental Health) Graduate Diploma (Mental Health)				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Professional practice
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	September 2017		Valid to		

CAP Approval Date	5 April 2017
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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"> 1. Appraise current professional, ethical and legal principles which protect people with mental health needs, their family and friends and the general public (Component A and B) 2. Employ holistic principles to co-ordinate care and examine the effects the environment has on health and wellbeing (Component A and B) 3. Explore skills of reflection to demonstrate how this has enhanced personal and professional development in relationship to leadership team working and continued professional development (Component A and B) 4. Demonstrate the skills required to safely manage and co-ordinate high quality care whilst employing effective resource management (Component A and B) 5. Demonstrate the ability to accurately calculate and safely administer medication (Component A and B) 6. Under supervision appraise different approaches to risk assessment, positive risk taking and risk management (Component A and B) 7. Consolidate a variety of skills to facilitate effective communication with colleagues people with mental health needs, their family and friends with respect, sensitivity, compassion and dignity (Component A and B)

Syllabus Outline	<p>Professional Values</p> <ul style="list-style-type: none"> • Policies and frameworks, legislation and national standards • Ethical decision making: accountability and responsibility, working within personal and professional capabilities and boundaries <p>Communication and Interpersonal Skills</p> <ul style="list-style-type: none"> • Skills to support co-production and collaboration • Communication skills underpinned by theoretical perspective • Information technology skills <p>Nursing Practice and Decision Making</p> <ul style="list-style-type: none"> • Nursing skills as identified in Ongoing Achievement Record for year 3 • Active service user and carer participation in care provision • Vulnerable Adults Policy and Procedures • Strategies to support service users with complex needs • Health promotion: Application of Public Health Policy • Pharmacology and medicines administration. calculation and management • Issues of risk: positive risk taking, reflection on decisions involving risk and re- evaluating risk • Manual Handling • Basic 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: processes and mechanisms for audit • Organising care delivery and management of resources • Interprofessional and interagency liaison • Negotiation skills
Contact Hours/Scheduled Hours	Whilst on placement one day per fortnight will be spent learning with peers. These are 'Supervision of Learning Days' (SoLD). They are practice orientated, and may include the use of simulation. There will be 72 hours contact at UWE, plus mentor supervised practice.
Teaching and Learning Methods	Scheduled learning: may include: lectures, seminars, tutorials, demonstration, practical classes, student led presentations and teaching, and workshops

Independent learning: includes hours engaged with essential reading, teaching session preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.

Key Information Sets Information

<u>Key Information Set - Module data</u>				
<i>Number of credits for this module</i>				
				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	78	768	918

Practical exam: Ongoing Achievement Record; competencies, Grading in practice

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

<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. <i>Current</i> advice on additional reading will be available via the module guide or Blackboard pages. References are cited according to <u>UWE Harvard</u>, the prescribed form of referencing within the Faculty of Health and Applied Sciences.</p> <p>Books:</p> <p>Barber, P. and Robertson, D. (2012) <i>Essentials of Pharmacology for Nurses</i>. [online]. 2nd ed. Oxford: Open University Press. [Accessed 15 February 2013].</p> <p>Barker, P. (2009) <i>Psychiatric and Mental Health Nursing: The Craft of Caring</i>. 2nd ed. London: Hodder and Arnold.</p> <p>Howatson-Jones, L. (2013) <i>Reflective Practice in Nursing</i>. 2nd ed. Learning Matters Ltd.</p> <p>Nash, M. (2010) <i>Physical Health and Well-Being in Mental Health Nursing: Clinical Skills for Practice</i>. [online]. Oxford: Open University Press. [Accessed 15 February 2013].</p> <p>Wheeler, H. (2012) <i>Law, Ethics and Professional Issues for Nursing: a Reflective and Portfolio-building Approach</i>. [online]. London: Routledge. [Accessed 15 February 2013].</p> <p>Wrycraft, N. (2012) <i>Mental Health Nursing: case book</i>. Maidenhead: McGraw-Hill Open University Press.</p> <p>Journals:</p> <p>British Journal of Mental Health Nursing</p> <p>Journal of Psychiatric and Mental Health Nursing</p> <p>Journal of Advanced Nursing</p> <p>Psychosis</p>
<p>Part 3: Assessment</p>	

Assessment strategy	<p>Component A Element 1 A competency framework (Ongoing Achievement Record) to ensure students meet NMC, outcomes, skills and knowledge relevant to Nursing, at the final progression point of registration.</p> <p>The final summative assessment takes place at the end of placement 6 in year 3.</p> <p>Component A Element 2</p> <p>Students complete Multiple Choice Questionnaires (MCQs) in relation to</p> <ul style="list-style-type: none"> • Basic Life Support, • Manual Handling <p>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, and Manual Handling.</p> <p>Component A Element 2 Numeracy</p> <p>There is a minimum pass mark for numeracy which must be achieved by the end of the module. The number of attempts and the pass mark are indicated in the module handbook.</p> <p>Component B</p> <p>Grading of practice consists of observation of practice and critical questioning / reflection related to practice. Assessment will involve mentors.</p> <p><i>Failure to achieve a pass in either element of Component A will preclude the student from being summatively assessed in Component B; in this circumstance a refer for the module will be recorded.</i></p> <p><i>Students may engage in formative assessment of Component B</i></p> <p>All components and elements must be passed to pass the module overall</p>
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Identify final assessment component and element	Component A Element 1	
% 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		Element weighting (as % of component)
Description of each element		
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%
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.	

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First CAP Approval Date	5 April 2017			
Revision CAP Approval Date		Version	1	Link to RIA 11818