



### MODULE SPECIFICATION

Part 1: Information			
<b>Module Title</b>	Episodes of Care 3		
<b>Module Code</b>	UZWK8H-15-2	<b>Level</b>	2 (FHEQ Level 5)
<b>For implementation from</b>	September 2019		
<b>UWE Credit Rating</b>	15	<b>ECTS Credit Rating</b>	7.5
<b>Faculty</b>	Health and Applied Sciences	<b>Field</b>	Acute and Critical Care Adult Nursing
<b>Department</b>	Nursing and Midwifery		
<b>Contributes towards</b>	BSc (Hons) Nursing (all fields)		
<b>Module type:</b>	Professional Practice		
<b>Pre-requisites</b>	None		
<b>Excluded Combinations</b>	None		
<b>Co- requisites</b>	None		
<b>Module Entry requirements</b>	None		

Part 2: Description
<p>This is the third professional practice module of the programme. In this module students will examine and identify through active participation how to care is delivered in a range of care settings and exploring what constitutes health care delivery in their chosen field of registration. This module will support students to understand the contribution multidisciplinary and inter agency teams have in their chosen field, as students take an active role in cross-discipline liaison. In this module students will examine and identify through active participation how to care is delivered in a range of settings, in complex circumstances, critically evaluating health care delivery in their chosen field of registration. .</p> <p>The indicative content of the module will focus on the required professional standards as stated within the Nursing and Midwifery Council (NMC) Future Nursing standards (2018) and will be met through clinical experience. Students will be supported by an academic assessor.</p> <p>This module will use a range of learning and teaching strategies to support student learning and will include:</p> <ul style="list-style-type: none"> <li>• Interactive realities</li> <li>• Inter - professional simulations and clinical assessment nursing procedural skills sessions</li> <li>• Guided learning</li> <li>• Self-directed learning</li> <li>• Digital learning and Digital capabilities</li> <li>• Peer coaching</li> </ul>

Students will be assessed against the NMC Standards (2018) of proficiency for registered nurses, these The proficiencies are grouped under seven platforms:

- Being an accountable professional
- Promoting health and preventing ill health
- Assessing needs and planning care
- Providing and evaluating care
- Leading and managing nursing care and working in teams
- Improving safety and quality of care
- Coordinating care

And two annexes.

- Communication and relationship management skills
- Nursing procedures

### Part 3: Assessment: Strategy and Details

Students are required to complete a period of professional practice within a care setting related to their field of practice. These placements will support student learning to build confidence, ability to think critically, apply knowledge and skills, and provide nursing care across all four fields of nursing practice (adult, child and young people, learning disabilities, mental health), that is informed by a national and international evidence base.




Each student will have a formative assessment of their progress at the midpoint of their placement with the final summative assessment taking place at the end of the module. Students will be able to formatively engage with digital learning resources and packages to support their learning and professional development and are encouraged to reflect on practice and learning through a portfolio.

The summative assessment will be:

#### Component A

Completion of skills and proficiencies in the Practice Assessment Document (PAD) and the Ongoing Achievement Record (OAR) including 75% attendance.

Identify final timetabled piece of assessment (component and element)	Component A	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
<b>First Sit</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Completion of skills and proficiencies in the Practice Assessment Document (PAD) and the Ongoing Achievement Record (OAR) including 75% attendance.	Pass/Fail	
<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Completion of skills and proficiencies in the Practice Assessment Document (PAD) and the Ongoing Achievement Record (OAR) including 75% attendance.	Pass/Fail	
<b>Part 4: Learning Outcomes &amp; KIS Data</b>		
<b>Learning Outcomes</b>	On successful completion of this module students will be able to:	

	<ul style="list-style-type: none"> <li>Demonstrate completion of skills and proficiencies in the Practice Assessment Document (PAD) and the Ongoing Achievement Record (OAR) including 75% attendance and active participation in care delivery, to include:             <ul style="list-style-type: none"> <li>Actively takes responsibility for continuous self-reflection, seeking and responding to support and feedback to develop their professional knowledge and skills</li> <li>Demonstrate acting in the best interests of people and maintaining professionalism at all times</li> <li>Actively participating in nursing care that is person-centred, culturally appropriate, safe and compassionate.</li> </ul> </li> </ul> <p>This learning outcome is assessed through Component A.</p>															
<b>Key Information Sets Information (KIS)</b>	<table border="1"> <thead> <tr> <th colspan="5"><b>Key Information Set - Module data</b></th> </tr> </thead> <tbody> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td style="border: 2px solid black; color: red; text-align: center;">15</td> </tr> </tbody> </table>	<b>Key Information Set - Module data</b>					<i>Number of credits for this module</i>									15
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<b>Total Assessment</b>	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p><b>Practical Exam:</b> competencies and skills in practice</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">100%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	0%	Practical exam assessment percentage	100%		100%					
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<b>Reading List</b>	<a href="https://rl.talis.com/3/uwe/lists/4649E024-DD71-59B7-4C4A-EE9C6DF892A0.html">https://rl.talis.com/3/uwe/lists/4649E024-DD71-59B7-4C4A-EE9C6DF892A0.html</a>															

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<b>First Approval Date (and panel type)</b>	30 May 2019		
<b>Revision ASQC Approval Date</b> <i>Update this row each time a change goes to ASQC</i>	<b>Version</b>		Link to RIA