Wrexham Glyndŵr UNIVERSITY

MODULE SPECIFICATION PROFORMA

Module Title:	Personal and Professional Development in Nursing Practice	**Level**:	4	**Credit Value**:	40

Module code:	NUR413	**Is this a new module?**	Yes	**Code of module being replaced**:	NUR 408 NUR 409

Cost Centre:	GANG	JACS3 **code**:	

Trimester(s) in which to be offered:	2 & 3	**With effect from:**	September 17

School:	Social & Life Sciences	**Module Leader:**	Gary Stevenson

Scheduled learning and teaching hours	60 hrs
Guided independent study	340 hrs
Placement	See Programme Specification hrs
Module duration (total hours)	400 hrs

Programme(s) in which to be offered	Core	Option
Bachelor of Nursing (Honours) with Registered Nurse (Adult)	✓	☐

Pre-requisites
None

Module Aims
This module will introduce the personal and professional contexts needed for the pre-registration nurse education programme within an Adult context. It aims to develop appreciation of the professional aspects of a registered adult nurse, and an understanding of importance of collaborative and inter-professional practice. Facilitating the student to reflect and develop an enquiring mind through the process of self and collaborative awareness as to the general principles of delivering person centred nursing care in a safe manner.

Intended Learning Outcomes
Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

	At the end of this module, students will be able to	Key Skills	
1	Develop the ability to meet individual learning needs through the use of a portfolio based approach, whilst also recognising the value of multidisciplinary team working and working with other professionals (**NMC** PV 6, 7, 8, LMTW 5,6,7)	KS1	KS2
		KS3	KS4
		KS8	
2	Identify and develop a holistic and systematic approach to the planning and delivery of nursing care, including being able to recognise sudden deterioration and emergency situations in clients/service users and describe how risk is safely managed in the delivery of nursing care. (**NMC** PV4, NPDM 1, 2, 3, 4,6, 7 8, 10, LMTW 2,6)	KS2	KS3
		KS4	KS10
3	Discuss basic assessment skills using appropriate technology and equipment in adult nursing in relation to local policies and procedures (**NMC** NPDM A1.1, A4.1, A7.2)	KS1	KS2
		KS3	KS4
		KS5	KS9
4	Recognise the need to practise professionally, reliably, legally and safely, being aware of one's limitations and competence and seeking advice when necessary. (**NMC** PV 1, LMTW 3, 4)	KS2	KS3
		KS10	

5	Demonstrates an understanding of the need for continuing personal and professional development through reflection and supervision, the ability to prioritise workload, and seek opportunities for personal and professional development. (**NMC** PV 4, 7, 8 LMTW 3, 4)	KS8	KS9

Transferable/key skills and other attributes
Applying technology Problem-solving. Working with and relating to others. Written communication. Reflective practice Information technology Self-awareness Practical creativity Opportunity awareness Numeracy Professional values Interpersonal skills Time management Communication skills

Derogations
- Two attempts will be allowed at this module with a possible third attempt if this has not been used on another module in this academic year.   - The Safe Medicate examination has a pass mark of 80% (all attempts) and may be attempted three times.   - A refer in the Safe Medicate examination or the Portfolio does not cap the other assessment results in this module.   - There are no compensatory passes, and all elements have to be passed.   - A second attempt if needed, will be allowed within the academic year.   - Feedback on assessed work will be provided within four weeks of submission.   - Any work submitted, however competent from an academic viewpoint, which omits or includes information which would indicate unsafe practice by the student or in any way breaches confidentiality will be deemed a 'refer'.

Assessment:

Assessment One

Students will be required to produce a written reflective assignment (100%) relating to the delivery of care for a patient nursed in clinical placement. The assignment will include assessment and care planning, identifying any risks assessed, and the role of the multidisciplinary team in the care reviewed. Throughout the review appropriate application of professional and legal requirements should be demonstrated and how the student acted as a safe practitioner.

Assessment Two

The student will sit an on-line examination that will demonstrate the student's ability to carry out drug calculations that will be recorded as a pass/fail (pass mark set at 80%). The maximum time to complete the examination is two hours (most students complete this in one hour).

Assessment Three

Clinical Practice Outcomes in the '*Ongoing Record of Achievement of Practice Competence'* are summatively assessed in this module at the end of the academic year as Pass / Fail.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3 & 4	Reflective Practice	100%		3000
2	1	Examination	Pass/Fail	Maximum 2 hours	
3	All	Portfolio	Pass/Fail		

Learning and Teaching Strategies:

A variety of learning and teaching strategies will be used including online activities through the Moodle VLE, interactive lectures, discussion, debate, and simulation. This will provide core knowledge and directed/self-directed study will be given to support learning. Students will be encouraged to individually and collectively reflect on practice and through this identify further individual learning needs.

Syllabus outline:

The content will include the following:

Develop a holistic and systematic approach to the planning and delivery of nursing care
Principles of nursing care / Person centred framework of care / Basic holistic & person centred assessment and care planning (assessment, planning, implementation, evaluation) / Nursing models and care pathways / Recognising patient needs / Recognising an emergency situation (including NEWS) / Introduction to risk awareness and risk assessment (Nutrition (MUST), Falls, Pressure Prevention, Bariatric) / Introduction to maternity care / *Fundamentals of*

Care/Essence of Care (Ensuring Safety)/ Basic medicines calculations / Safe Medicate-Introduction to Medicine Administration and management.

Team Working
Working as a safe practitioner / Collaborative working /Multidisciplinary & multi agency team working – principles and problems / An awareness and understanding of the roles of other professional/lay groups / Respect and professional relationships/ Benefits of inter-professional teaching and learning.

Recognising One's Own Limitations
Introduction to accountability / Legal frameworks / Professional judgement and values / Competence and individual limitations / Self-awareness / Opportunity awareness / Practising reliably and safely / Risk assessment (generic).

Meeting Individual Learning Needs
Introduction to Continual Professional Development / Reflection and clinical supervision / What is evidence based practice? / Introduction to critical analysis skills.

The above syllabus takes account of the following:

EU Directive 2005/36/EC

Nursing Principles of Child care & Paediatrics/Nursing Principles of Maternity care /General principles of health and nursing/ Nature and Ethics of the profession

NMC Standards

5.6.1 Theories of nursing and theories of nursing practice/ Essential first aid and incident management

5.6.1 Research methods and use of evidence/ Professional codes, ethics, law and humanities/ Best practice.

5.6.2 Autonomy, independence and self –care**/**Risk management
5.6.2 / Clinical observation, assessment, critical thinking and decision-making. Supervising, leading, managing and promoting best practice

QAA Standards

A 1, A2, A3, A4, B1, B2, B3, B4, C1, C2

1000 Lives +

Systems thinking and improvement models

Human Factors/ Leading the way to quality improvement

Bibliography:
Essential reading
Howatson-Jones, L., Standing, M. & Roberts, S. (2015), *Patient assessment and care planning in nursing.* (2nd ed.). London:Sage. McKinnon, J. (2016), *Reflection for nursing life: principles process and practice.* London: Routledge. Nursing and Midwifery Council (2015), *The Code professional standards of practice and behaviour for nurses and midwives.* https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf Nursing and Midwifery Council (2016), *Student Guidance* https://www.nmc.org.uk/education/becoming-a-nurse-or-midwife/when-studying-to-be-a-nurse-or-midwife/ Starkings, S. Krause, L. (2015), *Passing Calculation Tests for Nursing Students.* (3rd ed.) London: Sage. Thomas, J., Pollard, K. & Sellman, D. (2014), *Interprofessional working in health & social care: professional perspectives.* (2nd ed.). London: Palgrave Macmillan.
Other indicative reading
McKenna, H, Pajnkihar, M. & Murphy, F. (2014), *Fundamentals of nursing models: theories and practice.* (2nd ed.). Chichester: Wiley Blackwell. Read, S. (2015), *Successful Professional Portfolios for Nursing Students.* (2nd ed.) Exeter: Learning Matters Ltd. https://www.1000livesplus.wales.nhs.uk/home https://www.safemedicate.com