

## Module specification

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Module Code	NUR417
Module Title	Fundamentals of Practice
Level	4
Credit value	40
Faculty	Social and Life Sciences
HECoS Code	100279, 100280, 100287
Cost Code	GANG

### Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Bachelor of Nursing (Honours) Adult Nursing	Core
Bachelor of Nursing (Honours) Children's Nursing	Core
Bachelor of Nursing (Honours) Mental Health Nursing	Core

### Pre-requisites

N/A

### Breakdown of module hours

Learning and teaching hours	84 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total active learning and teaching hours</b>	<b>84 hrs</b>
Placement / work based learning	See Programme Specification hrs
Guided independent study	178.5 hrs
<b>Module duration (total hours)</b>	<b>262.5 hrs</b>

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Initial approval date	03/03/20
With effect from date	Sept 22
Date and details of revision	Revalidated and addition of Child and Mental Health fields to programmes offered
Version number	2

## Module aims

This module aims to provide a basic introduction to nursing and to enable the development of essential nursing care skills, required for initial clinical practice.

## Module Learning Outcomes - at the end of this module, students will be able to:

1	Recognise the need to value and respect individual differences and maintain the dignity of clients/service users (within the field of practice). (NMC P1 1.9, 1.14, P4 4.1)
2	Outline essential nursing skills used to provide safe care, including the importance of promoting self-care (within the field of practice). (NMC P1 1.15, P2 2.1, 2.12, P3 3.11, P4 4.7, 4.8, 4.10, 4.12, 4.13, 4.14, P6 6.1)
3	Demonstrate an understanding of person centred/holistic care and how it influences the health and wellbeing of the client/service user (within the field of practice). (NMC P1 1.6, 1.13, P3 3.5, P4 4.2, 4.4, 4.7, P7 7.8)
4	Recognise the need to use a variety of communication strategies and formats in a range of caring situations (within the field of practice). (NMC P1 1.11,1.20, P2 2.9, 2.10, P3 3.4, P4 4.3)
5	Demonstrate an awareness of professional standards, guidelines and policies to provide safe care (within the field of practice). (NMC P1 1.1, 1.2, 1.3, 1.4,1.16,1.19, P3 3.9, P4 4.6, P6 6.2, 6.3,6.6)

## Assessment

### Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Students will be required to submit a written assignment of 3000 words within the chosen field of practice relating to person centred/ holistic care. This will entail focusing on two nursing care skills that can be performed with/to the patient demonstrating the provision of safe and dignified care (one must include an aspect of communication). Reference must be made to the relevant standards/guidelines and policies that were utilised.

Clinical Practice Outcomes in the 'Ongoing record of the Achievement of Proficiencies for Registration' are formatively assessed throughout the academic year, and summatively assessed in the end module of each year as Pass / Fail.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,3,4 & 5	Written Assignment	100%

## **Derogations**

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- BN (Hons) Nursing students will be allowed two attempts at each module in each level of study, but only one third attempt at one module at that level will be allowed, at the discretion of the Assessment board. This excludes the Safe Medicate examination in each year of the programme, where three attempts will be allowed.
- There are no compensatory passes in the BN (Hons) programme due to professional body requirements, and all assessment elements of each module must be passed.
  
- BN (Hons) Nursing students will have the opportunity to re-attempt any referred modules within the academic year before progression is denied.
  
- 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'.
  
- The University regulations for 40 credit modules at level 4, 5 & 6 in terms of weighting for overall learning hours, contact learning hours and independent learning hours will be superseded by professional body requirements of 2300 hours theoretical and 2300 hours of clinical practice over the 3 years or 4.5 years part-time or 4.5 years part-time (the programme consists of three 40 credit modules in each part of the programme, equalling 9 modules in total)– this will result in each 40 credit module being 262.5 hours multiplied by 9 modules is 2362.5 which allows slight slippage of 62.5 hours over required 2300

## **Learning and Teaching Strategies**

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A variety of teaching methods will be utilised including:

Lectures, discussion, debate, case studies, group work, reflection, informal electronic communication, presentations and simulation. Directed and self-directed study with the use of the library and online (Moodle) services. There will be shared teaching with Adult, Child & Mental Health students and field specific where appropriate.

## **Indicative Syllabus Outline**

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Core content (examples of the following will be provided across the three fields)

### **Communication Core Delivery**

Introduction to The Code (including professionalism)/ Introduction to Communication and interpersonal skills / Communication in a multi-lingual context / Barriers and impairments to effective communication/ Oral and written communication to include documentation and record keeping skills as a communication tool/ Fundamentals of care/ Essence of Care (Communication, Information and Relationships) / Introduction to Health informatics / SBAR.

## **Professional Approach to Providing Person Centred Care**

Equality and diversity / Introduction to Dignity, compassion and respect / Non-judgmental approach / Decision-making / Professional Codes of Conduct (caring and communication context/ towards team working) / Guidelines and policies.

**Person centred care** (including introduction to biopsychosocial aspects of health)/ patient assessment and care delivery / an introduction to planning and prioritising care / Key aspects of Health promotion relating to lifestyle to meet the needs of clients/service users (need for physical and mental health care) / Introduction to Safemedicate.

## **Fundamentals of Meeting Individual Needs**

Meeting human needs / Meeting basic nutritional and eliminatory needs (including food hygiene, continence promotion and bowel and bladder care) / Principles of infection prevention and control / Hand Hygiene / Skin integrity and skin assessment / Basic life support and essential first aid / Manual handling / Personal safety / De-escalation/ Involvement of clients/service users/carers and others / Clinical documentation in relation to clinical observations / Fluid intake and output / Symptom management, such as anxiety, confusion, anger, thirst, discomfort, pain and breathlessness / Fundamentals of care (Caring, Compassion, Dignity, Respect, observe and assess comfort and pain levels, and sleep patterns, Rest and Sleep, Personal Hygiene, appearance and foot care, Eating and Drinking, Oral Health and Hygiene, Toilet Needs, Preventing Pressure Sores using appropriate positioning and pressure relieving techniques / Bed making including for the unconscious and those with limited mobility / Vital signs (manual and via technical devices) / Identification of and responding to deterioration of physical and mental health / Introduction to safe administration of medicines. (Development Nursing Procedures as identified in Annex B).

## **Adult Field Specific Content delivered by Adult Field Lecturers**

Adult focused Patient assessment and care delivery / an introduction to planning and prioritising care/ Safemedicate adult field of practice - safe administration of medicines /physical health and wellbeing/Vital signs (manual and via technical devices)/ The Code – consent and capacity in context of adult/ Case studies / Assignment guidance and tutorials - formative and summative assessment preparation.

## **Child Field Specific Content delivered by Child Field Lecturers**

Communication methods in relation to children and young people/Play and distraction/Fraser and Gillick competencies - The Code – consent and capacity in context of Child /Child and family focused care/ Children's rights and advocacy/childhood nutrition including breast feeding and weaning/safe holding for procedures/recognition of the sick child/Safemedicate Children's field of practice -safe administration of medicines /health promotion to meet the needs of children, young people and their family carers/Baby Bath/ Vital signs (manual and via technical devices). /Case studies/ Assignment guidance and tutorials - formative and summative assessment preparation.

## **Mental Health Specific Content delivered by Mental Health Field Lecturers**

Mental Health focused Patient assessment and care delivery / an introduction to planning and prioritising care/ Safemedicate mental health field of practice - safe administration of medicines / physical health and wellbeing/ Vital signs (manual and via technical devices). The Code – consent and capacity in context of mental health/ Case studies/ /Assignment guidance and tutorials - formative and summative assessment preparation.

The above syllabus takes account of the following:

**EU Directive Annex V2 Point 5.2.1 (Adult only)**

Nature and Ethics of the profession/ General principles of health and nursing/ Nursing principles of child care and paediatrics/ Nursing Principles of Maternity Care/ Nursing principles of care of the old & geriatrics/ Mental health and psychiatry/Anatomy & Physiology/ Hygiene - Preventative medicine/ Social sciences-sociology/ Social sciences-psychology/ Social and health legislation/ Legal aspects of nursing.

**NMC Future Nurse Standards of Proficiency for registered nurses**

Platform 1 Being an accountable professional (1.1, 1.2, 1.3, 1.4, 1.6,1.9, 1.11, 1.13, 1.14, 1.15, 1.16, 1.19,1.20)

Platform 2 Promoting health and preventing ill health (2.1, 2.7, 2.9, 2.10, 2.12)

Platform 3 Assessing needs and planning care (3.4, 3.5,3.9, 3.11)

Platform 4 Providing and evaluating care (4.1, 4.2, 4.3,4.4,4.6, 4.7, 4.8, 4.10,4.12, 4.13, 4.14)

Platform 6 Improving safety and quality of care (6.1, 6.2,6.3, 6.6)

Platform 7 Coordinating care (7.8)

**QAA Standards**

5.2 i, xii

**Indicative Bibliography:**

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Please note the essential reads and other indicative reading are subject to annual review and update. (further reading will be available in module handbook specific to field).

**Essential Reads**

Department of Health, (2010), Essence of care 2010. Available from:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/216691/dh\\_119978.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/216691/dh_119978.pdf). [Electronically accessed 14th May 2021.]

Grant, A. and Goodman, B. (2018), Communication and Interpersonal Skills in Nursing. 4th ed. London: Sage.

Lister, S., Hofland, J. and Grafton, H. (2020), The Royal Marsden Manual of Clinical Nursing Procedures. 10th ed. Chichester: Wiley Blackwell.

Macqueen, S., Bruce, E. and Gibson, F. (2012), The Great Ormond Street Hospital Manual of Children's Nursing Practices. Chichester: Wiley-Blackwell. (second edition due May 2022) (For children's nursing)

McCormack, B. and McCance, T. (2017), Person Centred Practice in Nursing & Health Care: Theory & Practice. 2nd ed. Oxford: Wiley Blackwell.

Nursing and Midwifery Council, (2018), The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates. Available from:

<https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf>.

[Electronically accessed 14<sup>th</sup> May 2021.]

Welsh Assembly Government, (2003), Fundamentals of care: Guidance for health and social care staff. Available from: <http://www.wales.nhs.uk/documents/booklet-e.pdf>. [Electronically accessed 3rd September 2021.]

Wright, K.M and McKeown, M. (2018), Essentials of Mental Health Nursing. London. Sage Publishing (For mental health nursing)

### **Other indicative reading**

Evans, D., Coutsaiki, D. and Fathers, P. (2017), Health Promotion and Public Health for Nursing Students. 3rd ed. London: Sage.

Glasper, A., Richardson, J., Randall, D. (2021), A textbook of Children and Young People's Nursing. 3<sup>rd</sup> ed. London: Elsevier. (For children's nursing)

## **Employability skills – the Glyndŵr Graduate**

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Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

### **Core Attributes**

Engaged

Creative

Ethical

### **Key Attitudes**

Commitment

Curiosity

Resilience

Confidence

Adaptability

### **Practical Skillsets**

Digital Fluency

Emotional Intelligence

Communication