

Module specification

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Module Code	NUR 418
Module Title	Managing Vulnerability in Society
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
Total active learning and teaching hours	84 hrs
Placement / work based learning	See Programme Specification hrs
Guided independent study	178.5 hrs
Module duration (total hours)	262.5 hrs

For office use only	
Initial approval date	03/03/2020
With effect from date	Sept 22
Date and details of revision	Revalidated 30/3/22 with additional fields in Children's Nursing and Mental Health Nursing

For office use only	
Version number	2

Module aims

This module aims to introduce concepts from sociology and psychology that helps to explain the notion of vulnerability in society. It will consider how health care professionals identify and address needs of the vulnerable within a person-centred framework of care. It also aims to develop an understanding of importance of collaborative and inter-professional practice.

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

1	Develop an understanding at introductory level of psychological and sociological concepts in the Health Care environment (within the field of practice). (NMC P7 7.2, 7.13)
2	Identify groups in society who are particularly vulnerable and examine the circumstances, which create vulnerability (within the field of practice). (NMC P2 2.2, 2.3, 2.4, P3 3.9, 3.10)
3	Identify relevant and significant legislation, policies and guidelines in relation to the protection of vulnerable people (within the field of practice). (NMC P1 1.2, 1.4, 1.14, 1.16, P3 3.6, 3.7, 3.8, 3.9, P6 6.2, 6.3, P7 7.9)
4	Demonstrate the skills and abilities of clinical teams to meet the needs of people who are considered emotionally or physically vulnerable (within the field of practice). (NMC P1 1.3, 1.4, 1.11, 1.14, 1.20, P2 2.1, 2.4, 2.7, 2.9, P 3 3.5, 3.6, 3.8, 3.9, 3.10, 3.16, P4 4.2, 4.4, 4.7, 4.11, 4.12, P6 6.5, P7 7.1, 7.6, 7.9, 7.11)
5	Demonstrate proficiency and accuracy when calculating dosages of prescribed medicines (within the field of practice). (NMC P4 4.14)

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.

Assessment One

The student will be expected to present a case study within the field of practice relating to a client/service user. The student will be required to research the literature pertaining to their chosen case study, and produce a rationale/ reference list that will underpin the discussion of how biopsychosocial factors can make the client/service user vulnerable, and what health care interventions are needed to meet their needs, including team involvement. The presentation will be delivered through electronic media, i.e. PowerPoint. Presentation duration: 10 minutes.

Assessment Two

The student will be required produce a written rationale demonstrating the psychological and sociological concepts linked to the chosen patient/service user relating to the circumstances of their vulnerability within the field of practice. Word count: 1000 words with references.

Assessment Three

The student will sit an on-line examination that will demonstrate the student's ability to carry out drug calculations (field specific) 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).

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	3 & 4	Presentation	50%
2	1 & 2	Coursework	50%
3	5	Examination	Pass/Fail

Derogations

- The Safe Medicate examination examinations in BN (Hons) programme will be set as pass/fail with a pass rate of 80%, 90% and 100% respectively for level 4, 5 and 6. Re-sits must also achieve 80%, 90% and 100% for the respective years. A refer in the Safe Medicate examination or the portfolio element will not cap the rest of the module.
- 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 (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

The strategy for teaching and learning in this module involves lectures, field specific case studies, group work and presentation. Students will have face-to-face assignment tutorial support. Moodle will be used to support learning. Students will be expected to reflect on their selected field specific aspects of practice and thus identify further learning needs. There will be shared teaching with Adult, Child & Mental Health students and field specific where appropriate.

Indicative Syllabus Outline

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

The content will include the following:

Introduction to psychological and sociological concepts / Introduction to epidemiology, demography, genomics and wider determinants of health / Global patterns of health and wellbeing/ Public health and promoting health and wellbeing / Introduction to biopsychosocial aspects of health vulnerability (e.g. values, beliefs, cultural characteristics, diversity, language requirements, and vulnerable groups/ recognise and assess people at risk of harm and the situations that may put them at risk ensuring prompt action to safeguard those who are vulnerable/ learning disability across the lifespan taking account of any need for adjustments) / Equality & diversity, inclusiveness and rights / Anti-oppressive & anti-discriminatory practice / Introduction to health and social care related legislation, policy and guidelines - national and local level (including Safeguarding/ Mental Capacity Act, Mental Health Act, DOLS, Fraser guidelines) / Interactions between physical and mental health and illness (including self harm and suicidal ideation) / Safeguarding children, learning disabilities and adults / Domestic abuse and vulnerability / Bereavement and last offices / Role of health care professionals in meeting health vulnerability (including use of appropriate communication skills and strength based approaches) / Fundamentals of care (Respecting people)/ Pathogenesis, immunology and evidence base for immunisation, vaccination and herd immunity/ Injection technique/ Aseptic technique (including ANTT)/ Basic medicines calculations numeracy, digital and technological skills/ Safe Medicate- Medicine administration and management. (Development of Nursing Procedures as identified in Annex B).

Team Working

Working as a safe practitioner / Collaborative working / Interdisciplinary & multi agency team working – principles and problems / An awareness and understanding of the roles of other professional/lay groups / Respect and professional relationships/ Personal and colleague resilience. (Development of Communication and relationship management skills Annex A).

Adult Field Specific delivered by Adult Field Lecturers

Safe Medicate- Medicine administration and management/ Safeguarding, recognise and assess people at risk of harm and the situations that may put them at risk, prompt actions to be taken to safeguard those that are vulnerable and law in the context of Adult/Assignment and tutorials field specific - formative and summative assessment preparation/ field specific case studies.

Children's Field Specific delivered by Child Field Lecturers

Safe Medicate- Medicine administration and management/ Safeguarding, recognise and assess people at risk of harm and the situations that may put them at risk, prompt actions to be taken to safeguard those that are vulnerable and law in the context of Children/ Assignment and tutorials field specific - formative and summative assessment preparation /field specific case studies.

Mental Health Field Specific delivered by Mental Health Field Lecturers

Safe Medicate- Medicine administration and management/ Safeguarding, recognise and assess people at risk of harm and the situations that may put them at risk, prompt actions to be taken to safeguard those that are vulnerable and law in the context of mental health/ Assignment and tutorials field specific - formative and summative assessment preparation/ field specific case studies.

The above syllabus takes account of the following:

EU Directive Annex V2 Point 5.2.1 (Adult only)

Nursing Principles of Child Care & Paediatrics/ Nursing Principles of Mental Health & Psychiatry/ Nursing Principles of Care of the Old and Geriatrics/ Hygiene/Social Sciences – sociology/ Social Sciences – psychology/Principles of administration/Preventative medicine, health education.

NMC Future Nurse Standards of Proficiency for registered nurses

Platform 1 Being an accountable professional (P1 1.2, 1.3, 1.4,1.11,1.14,1.16)

Platform 2 Promoting health and preventing ill health (P2 2.1 2.2, 2.3, 2.4, 2.6, 2.7,2.9, 2.10,2.11, 2.12)

Platform 3 Assessing needs and planning care (P3 3.5, 3.6, 3.7, 3.8 3.9, 3.10, 3.16)

Platform 4 Providing and evaluating care (P4 4.2, 4.4, 4.7, 4.11, 4.12, 4.14)

Platform 6 Improving safety and quality of care (P6 6.3,6.5)

Platform 7 Coordinating care (P7 7.1,7.2, 7.6, 7.9, 7.11, 7.13)

QAA Standards

5.2 vi, x, xii, xv, xvi

Indicative Bibliography:

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

Essential Reads

Allen, D., Braithwaite, J., Sandall, J. and Waring, J. (2016), *The Sociology of Healthcare Safety and Quality*. Cardiff: Wiley Blackwell.

Brotherton, G and Cronin, C. (2021) *Working with Vulnerable Children, Young People and Families*. 2nd ed. Abingdon: Routledge. (For children's nursing)

De Chesnay, M. and Anderson, B.A. (2020), *Caring for the Vulnerable: Perspectives in Nursing Theory, Practice and Research*. 5th ed. London: Jones & Bartlett Publishers.

Mutsatsa S. (2015), *Physical Healthcare and Promotion in Mental Health Nursing*. London, Sage. (For mental health nursing)

Naidoo, J. and Wills, J. (2016), *Foundations for Health Promotion*. 4th ed. London: Bailliere Tindall Elsevier.

Starkings, S. and Krause, L. (2018), *Passing Calculation Tests for Nursing Students*. 4th ed. London: Sage.

Other indicative reading

Frost, N. (2021), *Safeguarding children and young people A guide for professionals working together*. Sage: London

SafeMedicate, (2019), Available from: <https://www.safemedicate.com>. [Electronically accessed 3rd September 2021.]

Thomas, J., Pollard, K. and Sellman, D. (2014), *Interprofessional Working in Health & Social Care: Professional Perspectives*. 2nd ed. London: Palgrave Macmillan.

Welsh Government (2019), *Safeguarding Procedures*. <https://www.safeguarding.wales/> [electronically accessed 07th March 2022.]

Employability skills – the Glyndŵr Graduate

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
Enterprising
Creative
Ethical

Key Attitudes

Commitment

Curiosity

Resilience

Confidence

Adaptability

Practical Skillsets

Digital Fluency

Leadership and Team working

Emotional Intelligence

Communication