

# Prifysgol Wreccsam Wrexham University

## Module specification

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Module Code	NUR 419
Module Title	Foundations of Health and Wellbeing
Level	4
Credit value	40
Faculty	Social & 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>

<b>For office use only</b>	
Initial approval date	03/03/2020
With effect from date	Sept 22

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Date and details of revision	Revalidated 30/3/22 with additional fields for Children's Nursing and Mental Health Nursing December 2024 – added technical detail regarding the portfolio assessment for implementation from Sept 2025
Version number	4

## Module aims

This module aims to establish the students understanding of normal physiological functioning of body systems in health and the principles of pharmacology when undertaking person centred mental health nursing assessments and developing appropriate care plans.

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

1	Develop the ability to meet individual learning needs through the use of a reflective portfolio based approach (within the field of practice). (NMC P1 1.1,1.2,1.3,1.5, 1.10,1.17, 1.19 P5 5.10, P6 6.11)
2	Demonstrate and apply knowledge of human development, body systems and homeostasis, human anatomy and physiology, biology and pharmacology (within the field of practice). (NMC P3 3.1, 3.2, P4 4.6)
3	Identify and develop a person centred approach to the assessment, planning and delivery of evidence based nursing care, and describe how any risks are safely managed (within the field of practice). . (NMC P1 1.9, 1.13, 1.16,1.18, 1.20, P2 2.8, 2.10, P3 3.1, 3.2, 3.4,3.5, 3.9,3.15, 3.16, P4 4.1, 4.2, 4.3, 4.4, 4.10, 4.12, P5 5.4, 5.7,P6 6.1, 6.3, 6.5, 6.6, 6.10, P7 7.6 7.8,, 7.11, 7.13)

## 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*

Students will be required to produce a written reflective assignment within the field of practice relating to a person centred approach to nursing care for a patient nursed in the placement learning environment. 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. Word count: 3000.

### *Assessment Two*

Anatomy and Physiology Examination – Short answer questions and multiple choice questions. Duration: 2 hours maximum.

### *Assessment Three*

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

For the purpose of the assessment board, the mark for the Portfolio (Pass/Fail) element will be recorded separately under NUR419P for consideration at the end-of-year board. Assessment elements 1 and 2 will be submitted to an earlier board, providing students with the opportunity to resit before the end of the year.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	3	Written Assignment	50%
2	2	Examination	50%
3	1	Portfolio	Pass/Fail

## Derogations

- 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 have to pass all elements of assessment by the end of each academic year (part one, two and three of programme), before progressing into the next part of the programme unless exceptional circumstances exist, when they will be permitted until end of the first module in the next part of programme in which to retrieve trailed modules.
- 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'.

## **Learning and Teaching Strategies**

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A variety of learning and teaching strategies will be used including online activities through the Moodle VLE, interactive lectures, discussion, debate, field specific case studies, 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. 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)**

### **Develop a holistic and systematic approach to the planning and delivery of nursing care**

Person centred and shared assessment, planning, decision making and goal setting, implementation, evaluation and reassessment of nursing care when working with people, their families and carers, communities and populations of all ages (demonstrating and applying knowledge of human development from conception to death, knowledge of body systems and homeostasis, human anatomy and physiology, biology, genomics, pharmacology and social and behavioural sciences when undertaking full and accurate nursing assessments and appropriate care plans) / Individualised nursing care developing person centred evidence based plans for nursing interventions, documenting progress and decisions made/working in partnership with to support individuals, their families and carers to manage their own care when appropriate / Nursing models and care pathways / Recognising patient needs and prioritising what is important to them and their families / when to refer to other professionals or services/ Recognising an emergency situation (including NEWS/PEWS) / Introduction to risk awareness and risk assessment (Nutrition (MUST/STAMP), / Introduction to maternity care / *Fundamentals of Care/Essence of Care (Ensuring Safety)*/ Routine investigations, interpreting and sharing findings. (Development of Nursing Procedures as identified in Annex B).

### **Recognising One's Own Limitations**

Accountability and Legal frameworks / Professional judgement and values / Competence and individual limitations / Self-awareness (including emotional intelligence and signs of vulnerability in themselves and colleagues and actions to minimise risks to health) / Understanding of strategies that develop resilience/ Opportunity awareness / Practising reliably and safely / Risk assessment (generic).

### **Meeting Individual Learning Needs**

Introduction to Continual Professional Development / Reflection and clinical supervision / Introduction to evidence-based practice and critical analysis skills.

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## **Body Systems**

Human development (conception to death)/ body systems and homeostasis/ human anatomy and physiology, biology, pharmacology, basic chemistry and the cell/ genetics/ embryology/ blood and fluid balance/ integumentary system/ skeletal system/ muscular system/ nervous system/ special senses/ endocrine system/ glucose monitoring/ cardiovascular system/ vital signs/ lymphatic and immunity/ respiratory system/ oxygen therapy/ digestive system/ urinary system/ reproductive system/ bacteriology/ virology and parasitology/ biochemistry/ pathology.

Adult Field Specific delivered by Adult Field Lecturers

Adult focused Person centred and shared assessment, planning, decision making and goal setting, implementation, evaluation and reassessment of nursing care when working with people, their families and carers, / field specific case studies/Accountability and Legal frameworks in context of Adult Nursing field specific/ Nursing models and care pathways/ pharmacology/ Assignment brief and tutorials – formative and summative assessment preparation.

Children's Nursing Field Specific delivered by Child Field Lecturers

Child centred and shared assessment, planning, decision making and goal setting, implementation, evaluation and reassessment of nursing care when working with children, their families and carers/ field specific case studies/ field specific pharmacology/ Nursing models and care pathways /Accountability and Legal frameworks in context Children's Nursing/ Assignment brief and tutorials - formative and summative assessment preparation.

Mental Health Field Specific delivered by Mental Health Field Lecturers

Mental Health focused Person centred and shared assessment, planning, decision making and goal setting, implementation, evaluation and reassessment of nursing care when working with people, their families and carers/ field specific case studies/ Nursing models and care pathways /Accountability and Legal frameworks in context of Mental Health Nursing/ field specific pharmacology/ Assignment brief 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)**

Nursing Principles of Child Care & Paediatrics/Nursing Principles of Maternity care /General principles of health and nursing/ Nature and Ethics of the profession/Nursing principles of care of the old and geriatrics/ anatomy and physiology/ bacteriology, virology and parasitology/biophysics, biochemistry and radiology/ dietetics/hygiene/ pharmacology

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

Platform 1 Being an accountable professional (P1 1.1,1.2,1.3,1.4,1.5,1.11, 1.16,1.17, 1.19, 1.20)

Platform 2 Promoting health and preventing ill health (P2 2.8,2.10)

Platform 3 Assessing needs and planning care (P3 3.1, 3.2, 3.3, 3.4,3.5, 3.6, 3.11, 3.12, 3.15, 3.16)

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Platform 4 Providing and evaluating care (P4 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.10)

Platform 5 Leading and managing nursing care and working in teams (P5 5.4,5.7, 5.10)

Platform 6 Improving safety and quality of care (P6 6.1, 6.3, 6.5, 6.6,6.10, 6.11)

Platform 7 Coordinating Care (P7 7.6,7.8,7.11, 7.13)

## **QAA Standards**

5.2 ii, iv

## **Indicative Bibliography:**

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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**

Corkin, D., Clarke, S. & Liggett, L. (2012), Care planning in children and young people's nursing. Chichester: Wiley-Blackwell. (For children's nursing)

Holland, K. and Jenkins, J. (2019), Applying the Roper-Logan-Tierney Model in Practice. 3rd ed. Edinburgh: Churchill Livingstone.

Jenkins, G.W., Kemnitz, C.P., and Tortora, G.J. (2016), Anatomy and Physiology: From Science to Life. 4th ed. Hoboken, NJ: John Wiley and Sons.

Wrycraft, N. (2015), Assessment and Care in Mental Health Nursing. Maidenhead: Open University Press.

### **Other indicative reading**

Barber, P. and Robertson, D. (2015), Essentials of Pharmacology. 3rd ed. Maidenhead: Open University Press/McGraw-Hill Education.

McKinnon, J. (2016), Reflection for Nursing Life: Principles Process and Practice. London: Routledge.

Read, S. (2015), Successful Professional Portfolios for Nursing Students. 2nd ed. Exeter: Learning Matters Ltd.

## **Employability skills – the Wrexham Graduate**

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Each module and programme is designed to cover core Wrexham Graduate Attributes with the aim that each Graduate will leave Wrexham 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

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## **Key Attitudes**

Commitment

Resilience

Confidence

Adaptability

## **Practical Skillsets**

Digital Fluency

Organisation

Leadership and Team working

Emotional Intelligence

Communication