

Module Details	
Module Title	Practice learning ? Part 3 MNurse
Module Code	NUR7511-E
Academic Year	2024/5
Credits	60
School	School of Nursing and Healthcare Leadership
FHEQ Level	FHEQ Level 7

Contact Hours	
Type	Hours
Clinical Placement	800
Practical Classes or Workshops	24
Online Seminar (Synchronous)	7
Seminars	12
Directed Study	60
Independent Study	97

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Full Year

Module Aims
<p>This module aims to:</p> <ul style="list-style-type: none"> <li>* Prepare and provide exposure for registration in a second field of Nursing practice.</li> <li>* Facilitate the development of your confidence and proficiency, consistent with the requirements of part 3 of the programme, consistent with the supervision and assessment requirements of an NMC approved programme.</li> <li>* Enable you to be confident supervisors of future nurses</li> <li>* Enable you to prepare for preceptorship and transition into employment</li> <li>* Develop Masters level critical thinking skills to enable you to transform and innovate nursing practice</li> </ul>

## Outline Syllabus

This module relates to NMC (2018) standards of proficiency for registered nurses:

1.2, 1.3, 1.4, 1.7, 1.8, 1.20, 2.2, 2.11, 3.2, 3.3, 3.5, 3.6, 3.13, 3.1, 4, 4.3, 4.6, 4.7, 4.9, 4.15, 4.16, 4.17, 4.18, 5.1, 5.2, 5.3, 5.5, 5.6, 5.8, 5.9, 5.10, 5.12, 6.2, 6.4, 6.8, 6.9, 6.10, 6.12, 7.2.

Key concepts we explore in this module are:

The field content of this module is designed to enable you to meet the needs of service users and carers in your field of practice and also deliver cross field care to all service user groups

1. Maintaining and promoting professional wellbeing, maintaining self-care including reflective practice, emotional intelligence, resilience, healthy lifestyle choices and clinical supervision. Reasonable adjustments in practice, Advocacy and challenging discrimination. Keeping accurate and legible records and safe handling of data, maintaining confidentiality, privacy and dignity. Responding and managing risks.
2. Professional expectations for practice documentation (MYEPAD) including written, verbal and digital techniques. completing proficiencies and episode of care assessment requires experience with a range of numerical applications, supplemented by resources available within the University library. Developing self: reflection, learning and continuous professional development (life-long approaches).
3. Promoting professionalism in others. assessing and supervising others. Being a professional role model, escalating concerns appropriately and awareness of safe staffing and skill mix, learning opportunities in practice to achieve Part three proficiencies. Interacting with the multi-disciplinary team, partnership and interagency working.
4. Completing whole body assessment using a range of strategies/equipment. Recognising deterioration in mental, physical, and emotional health and recognising vulnerability and reducing harm from others. Assessing capacity and making reasonable adjustments when a person lacks capacity, supporting a person experiencing distressing thoughts or perceptions. Referring to other health and social care professionals and services.
5. Application of knowledge during person-centred care including; managing all aspects of personal hygiene, managing care of people receiving IV fluids, and recording of fluid intake, managing symptom-control, managing elimination needs and incontinence. Assessing the need to administer enemas/suppositories and undertaking rectal examination. Assessing and reviewing end-of-life care preferences, decision-making and engaging in difficult conversations including breaking bad news compassionately.
6. Managing, prioritising and coordinating the care needs of a group of people with complex co-morbidities. Communicating effectively and delegating responsibility for care to others within the team. Facilitating safe discharge, monitoring and evaluating care delivery, promoting improvements in practice and understanding performance management, participating in audit and undertaking risk assessment and reporting risks.
7. Mandatory training which includes; safety in practice: personal physical and mental safety; patient safety, first aid and basic life support (BLS), moving and handling techniques and equipment.
8. Medicines management, application of knowledge of poly-pharmacology in practice. Medicines calculations. Recognising and escalating concerns of harm from medication administration and error such as incompatibilities, adverse reactions, prescribing errors and over-the-counter medication usage. Knowledge of generic, unlicensed, and off-label prescribing. Demonstrate ability to progress to a prescribing qualification following registration.

## Learning Outcomes

Outcome Number	Description
01	Demonstrate completion of all the Part three requirements of the Practice Assessment Document (MYEPAD) in a second field of practice with confidence, competence and critical awareness.
02	Demonstrate engagement with self-directed learning, through reflection across practice learning experiences.
03	Critically appraise and evaluate your professional effectiveness in meeting the NMC performance criteria relating to your role of a dual registered nurse.

## Learning, Teaching and Assessment Strategy

Within this module, you will be engaging in experiential learning across a range of simulated practice learning (university), real world and virtual learning environments to achieve the required components of Part three in the Practice Assessment Document (MYEPAD). To prepare you for achievement in practice experiential learning, there will be pre, during and post experience seminars; comprising a launch and introduction to Part three practice learning experiences and a series of workshops that have been co-produced with practice partners. Sessions will be delivered with representatives from practice learning experiences, as teaching and learning is delivered in line with NMC (2023) Standards for Student Supervision and Assessment.

Work-based learning and supervision in practice will be a fundamental part of this module's learning and teaching approach. This will integrate theory and practice and encourage reflection on practice. Formative, self and peer assessment will be an integral part of the practice learning opportunities. You will have opportunities to discuss your work, observe and practice skills with academic and practice assessors, supervisors, service users and peers to gain feedback to develop your learning. Experts by experience will be embedded in delivery, and assessment for this subject, including simulated learning and practice preparation time.

Principles of flipped classroom will be adopted as part of the learning and teaching strategy supported by guided study preparation. Prior to practice learning experiences, you will be expected to review the expectations of the assessment, including the Practice Assessment Document (MYEPAD) for Part three in a second field, complete a self-review of your previous experience to date and prepare a proposed learning plan to share with your practice assessor during your practice learning experience. You will also be expected to prepare for practice learning experiences in a second field, using digital resources such as clinicalskills.net, and mandatory training eLearning. Supervision meetings and use of discussion forums will allow for further exploration of the module content and will facilitate you to acquire specific knowledge and understanding through individual, group and peer learning. Development of digital literacy is supplemented through application in clinical practice by using patient record systems, through use of a clinical e-portfolio (MYEPAD), and e-learning such as the NHS England's e-Learning for Health system, SafeMedicate (drug calculations learning) can be accessed by you at any time to aid your learning. You will be provided with an NHS England e-Learning for Health (e-LfH) account, through which you will undertake mandatory learning including; Data Security Awareness, Infection Prevention and Control and Adult and Child Safeguarding training.

Continuous assessment is at the core of achievement in practice learning. You will be exposed to clinical practice, under supervision (NMC, 2018). Through engagement with practice scenarios, you will gain real world, timely feedback on performance, enabling real time learning to occur. You may be directed to undertake theoretical learning at any point of your practice learning journey, to ensure you are learning for proficiency achievement at the end of the part. You may be directed to undertake a range of learning experiences, as agreed by your practice assessor, which enables you to demonstrate achievement of the range of proficiencies required for this part of the programme. You will be expected to continue to undertake independent learning to meet your practice learning outcomes.

In addition to being assessed in the practice environment, you will also be required to write a reflective piece which will critically appraise and evaluate your effectiveness in meeting the NMC performance criteria during placement, identifying learning priorities that will inform your future practice. This theoretical assessment is inextricably linked to practice and enables you to demonstrate a deeper and higher level of knowledge applied to your learning experience to inform your ongoing professional development.

You can access support from your academic assessor at any time throughout your practice learning experiences, this is in addition to the support provided by the Personal Academic Tutor.

You will be supported to work with practice assessors, practice supervisors, to agree reasonable adjustments where required.

How you will be prepared for assessment in this module

1. The module will start with a lecture welcoming you to the module and a workshop where you will have an introduction to the literacy (MYEPAD, level 7 academic reflective writing) and numeracy skills (e.g. 'safe medicate'), supporting roles in practice i.e. Practice assessor, practice supervisor, Academic assessor and nominated person. An overview of the MYEPAD requirements will present the assessment requirements. This will be repeated prior to practice learning experience eight.
2. During this year-long module, you will attend two (3 hour) midway checkpoints following practice learning experience seven and eight to continue to explore professional expectations for practice documentation in a second field (MYEPAD) and provide opportunity for self-assessment and future goal setting. The module will provide several workshops throughout the year (as below) that have been co-produced with practice partners to

introduce key concepts in practice learning environments and seven reflective seminars that provide forums for clinical supervision:

#### Workshops

- \* NMC Practice supervisor training (including six hours of directed study): practical tips for facilitating and coaching learners; Role analysis: knowledge, skills, values, affective components. Giving constructive feedback; developing effective learning relationships; dealing with concerns raised by students; providing an effective 'safe' psychological space between 'supervisor' and student; challenging inappropriate conduct/ behaviour towards students, performance management.
- \* Protecting the public: safeguarding, concern raising and professional responsibility: Supervision and coaching to support independent decision making; student nurse scope of practice (workshop).
- \* Developing leadership, delegation, conflict resolution, risk assessment, responding to concerns and complaints.
- \* Practice Assessment, requirements of NMC approved programmes: strategies to deal with challenging situations (guided study and workshop with practice partners).
- \* Preparing for employment as a dual-registered nurse, application and interview technique and CV preparation
- \* Reflection on success and preparing for preceptorship.

#### Seminars

- \* Clinical Supervision & keeping self-safe, healthy and well x5
- \* Practice Supervisor (1) Giving feedback; developing effective learning relationships;
- \* Practice Supervisor (2) challenging inappropriate conduct/ behaviour towards students.

You can access learning support for their academic literacy, numeracy, digital and technological literacy from the University Academic Skills Advice Service, the International Study Centre, the library and Disability Service. Details about these services can be found on in the My Bradford hub on campus, or via your Personal Academic Assessor.

Formative assessment activities have been embedded in this module to prepare you for your summative assessment, for example, you are required to submit a self-assessment at each formative practice learning experience to identify any gaps in your self-perceived knowledge and skills. You will receive formative feedback at the end of each first real-world placement which forms the midway interview. Formative assessment will include peer, practice supervisor, service user review and feedback across the practice learning journey which can be documented in the MYEPAD.

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Coursework - Portfolio/e-portfolio	Completion of Professional Values on each placement. (must pass at 40%)	10%
Summative	Coursework - Portfolio/e-portfolio	Completion of Summative Episode of Care (must pass at 40%)	10%
Summative	Coursework - Portfolio/e-portfolio	Completion of Medicines Management (must pass at 40%)	10%
Summative	Coursework - Portfolio/e-portfolio	Completion of Performance Proficiencies (must pass at 40%)	10%
Summative	Coursework - Portfolio/e-portfolio	Reflection on professional values and reflection on medicines management (must pass at 40%)	10%
Summative	Coursework - Written	Reflection (2000 words) (must pass at 40%)	50%

## Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>

*Please note:*

*This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.*

---

© University of Bradford 2024

<https://bradford.ac.uk>