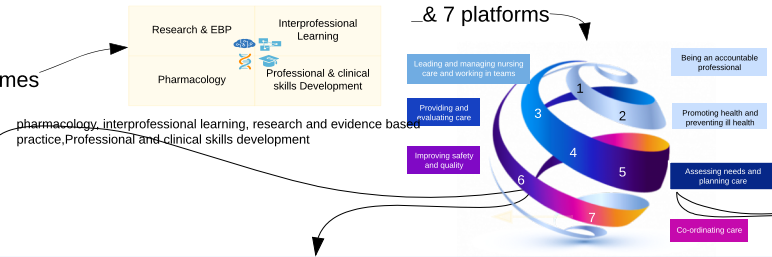
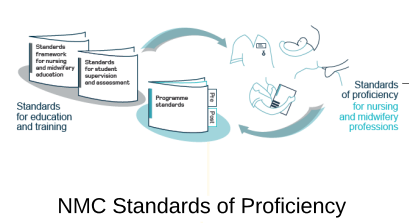


# BN Nursing 2020



NMC Standards of Proficiency

Year 1

### Understanding body systems

Module Leader: Joyce Greig

The main focus on this module is learning about anatomical and physiological terminology, considering the main body systems relevant to the nurse.

Key physiological processes, maintenance of homeostasis and basic pharmacological principles will be addressed.

The learning from this module underpins the learning for many subsequent modules and will ensure that all students have a consistent anatomy and physiology baseline.

One component worth 100% - a two hour, on-line MCQ covering all the learning outcomes.

Formative on-line quizzes will be available for students to self-test.

### Caring for Self and Others

Module Leader: Stephen Smith

Caring for others depends to a large extent on your knowledge and ability to care for yourself

You will be encouraged to reflect on your own physical and psychological wellbeing and develop an awareness of the impact and influence your own health may play on your ability to care for others

Formative: Snapshot of personal health and wellbeing

Summative: E-portfolio 3 parts:

1. personal health and wellbeing
2. role of the nurse
3. caring for others

### Developing Identity and Role in Field Nursing (tri2)

Module Leaders: Nahida Hanif (Adult), Jessica McLaren (MH), Mark Freeman-Ferguson (Ch), Caroline Paton (LD).

This is the first field specific module. It describes where your field of nursing came from and how it has developed and evolved over time.

It introduces the nursing process and the idea of different levels of evidence, so you are better prepared to assess someone in year 2

All nurses work in teams, so you will also consider your role within the wider nursing, social & political environment

Three 500 word patches

### Assessing community and patient wellness (tri3)

Module Leader: Andrew Waddington

The main focus on this module is assessing community health and wellness and understanding how nurses work among communities. There will be a focus on health promotion and the social determinants of health.

Presentation

Components will be a group presentation of a community profile, 2000 word written assignment writing, 2000 word written assignment writing. In the UK, the 200 words will be in response to one of the many writing questions published in the module web. Constructive feedback will be provided to students in the week published on the discussion board.

Year 2

### Developing confidence

Practice Learning Experience 1

Tri 1 and Tri 2

Summative assessment led by mentor. Competence and skills closely monitored by student in Student-Organising Achievement Record (SOAR). Personal and professional learning experiences should be recorded in electronic Personal Development Portfolio (PDP).

### Assessing Need and Delivering Holistic care in Field Nursing (tri 1)

Module Leaders: Jane Whitehorn, Austyn Snowden & Fiona Carver (MH), Jennie King (Ch), Ian Stables (LD)

Building on 'developing identity' in yr 1, you will learn how to conduct a systematic assessment of individuals with a diagnosable condition, gain insight into presenting pathophysiology and prioritise patient care using evidence-based research and guidelines.

Building on pharmacology principles introduced in 'Understanding Body Systems' in year 1, you will learn to explain how drugs work and to construct individualised treatment plans.

20% open book pharmacology exam

80% OSCE

### Understanding Research and Evidence Based Practice (tri2)

Module Leader: Jen Murray

The main focus of this module is on developing an understanding of the main research methods used in nursing, and thinking about how these can be useful in day-to-day practice to support evidence based practice.

The module builds on the understanding evidence and critical analysis skills that you have been learning in first year and will help you to develop your knowledge across research, how to use the evidence base, and apply this in your future modules and your own practice.

1000 word professional blog identifying a contemporary issue in nursing, a research approach to tackle this, and how this could be used in your practice.

### Working in health and social care teams (tri3)

Module Leader: Peter Hellen

Building on 'Developing Identity' in yr 1 this module develops further what it is like being a nurse within inter-professional health and social care team.

It discusses the importance of advocacy, and the role of policy and legislation in safeguarding others.

For example, how would you help someone at risk? What would you do?

Clinical-observed assessment by tutor for a typical inter-professional practice, evidence-based, evidence argument to advocate on behalf of an individual in need (2000 words of evidence). An assessment will demonstrate the application of law relating to inter-professional communication with the wider regulatory body.

### Recognising and Responding to Altered Health in Field Nursing (tri3)

Module Leaders: Emma Trotter (Adult), Sarah Doyle (MH), Catherine MacFarlane (Ch), Mhairi Henderson-Laidlaw (LD)

Working with people who are unwell

Understanding the power of co-production; listening to, and involving people in their own care

3000 word Portfolio on effective communication skills

Year 3

### Developing Independence

Practice Learning Experience 3

Summative assessment led by mentor. Competence and skills closely monitored by student in Student-Organising Achievement Record (SOAR). Personal and professional learning experiences should be recorded in electronic Personal Development Portfolio (PDP).

### Managing Complex care in Field Nursing

Module Leaders: Clare Kydonaki (Adult), Gavin Cullen (MH), Caroline Mearns (Ch), Sam Abdullah (LD)

Builds on Understanding Body Systems in yr 1 and Recognising and Responding to Altered Health in Yr 2 to move on to managing complex care.

Focuses on how to make decisions when faced with complex and sometimes conflicting clinical information

Case Study 3000 words

20% presentation critical incident

80% written critical analysis of incident

### Promoting Care Quality and Improving Safety

Module Leaders: Fiona Bastow & Bruce Harper-McDonald

Evaluates clinical governance, health and social care policy.

Focuses on safe, efficient and effective person-centred care

Apply knowledge of quality improvement (QI) theory to developing a simple QI proposal

QI proposal as poster presentation

### Leading Health and Social Care Teams (tri 2)

Module Leaders: Bruce Harper-McDonald & Fiona Bastow

Evaluates care coordination, clinical leadership and change management approaches that support implementation of quality improvement in care provision.

Develops the QI idea from the previous module and turns it into a real world project.

Additionally, it focuses on the process of care coordination required for proficiency as a registrant

3000 word project

### Transitioning to Professional Practice (tri 3)

Module Leader: Sandra Sharp

You will understand your role as a professional nurse with a policy and operational context. The module will also prepare students for professional practice, ongoing professional development and supporting other learners.

Designed to tie the whole programme together. Links closely with leadership theory taught throughout.

A portfolio of evidence developed by you, in a minimum of 4000 words, will be required. It will be supported by: A critical reflective account, Evidence of communication skills, Preparation for Supervision module. An outline of the portfolio will be presented in small groups for peer feedback.

Expressing Confidence & Independence

### Expressing Confidence & Independence

Practice Learning Experience 5

Summative assessment led by mentor. Competence and skills closely monitored by student in Student-Organising Achievement Record (SOAR). Personal and professional learning experiences should be recorded in electronic Personal Development Portfolio (PDP).

### Expressing Confidence & Independence

PLE 6 Tri 3

A portfolio of evidence demonstrating critical reflection on your personal professional development journey and preparedness for your role as a registered nurse demonstrated by: a learning plan for supporting a student, a personal reflective account which demonstrates your professionalism in action, and a personal development plan for your first year of professional practice.

Summative assessment led by mentor. Competence and skills closely monitored by student in Student-Organising Achievement Record (SOAR). Personal and professional learning experiences should be recorded in electronic Personal Development Portfolio (PDP).