

Module Details	
Module Title	Practice learning - Part 1
Module Code	NUR4505-E
Academic Year	2024/5
Credits	60
School	School of Nursing and Healthcare Leadership
FHEQ Level	FHEQ Level 4

Contact Hours	
Type	Hours
Clinical Placement	720
Practical Classes or Workshops	24
Online Seminar (Synchronous)	7
Seminars	12
Directed Study	140
Independent Study	17

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Full Year
MYA	University of Bradford / Non Standard Year

Module Aims
<p>The module aims to:</p> <ul style="list-style-type: none"> * To provide you with practice learning opportunities which provide a range of experiences across fields. * Introduce cross field and field specific skills for nursing. * Develop your understanding of, and be able to demonstrate, the skills required for practice.

Outline Syllabus

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

1.1, 1.3, 1.4, 1.5, 1.6, 1.10, 1.13, 1.14, 1.15, 1.16, 1.17, 1.19, 1.20, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.10, 2.12, 3.11, 4.1, 4.12, 4.13, 6.11, 7.8.

Key concepts we explore in this module are:

Delivery of this module will include application to all service user groups in theory and practice and is designed to meet the needs of service users and carers from all fields of practice:

1. Becoming a professional: NMC code, models of practice learning, legal and ethical frameworks, duty of candour. Promoting professional wellbeing, self-care including reflective practice, reasonable adjustments in practice, emotional intelligence, resilience, healthy lifestyle choices and clinical supervision. Advocacy and challenging discrimination. Record keeping and safe handling of data including written, verbal and digital techniques, confidentiality, privacy and dignity.
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 (lifelong approaches)
3. Introduction to the role of the practice supervisor/assessor and academic assessor/nominated person, learning opportunities in practice to achieve proficiencies in practice. Experts by experience and the multi-disciplinary team.
4. Holistic assessment, prioritisation of care and care across the lifespan, communication strategies across the lifespan, the nursing process, person-centred care planning, risk assessment, capacity and consent. Interpretation of routine investigations and promoting healthy lifestyles in others. Recognising the challenges for safe and effective nursing care including socio-economic, physical, psychological and socio-cultural differences.
5. Application of knowledge in person centred care including sleep, hygiene, nutrition and hydration and skin integrity. Caring for individuals with cognitive, behavioural, mental or physical challenges.
6. 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. Principles of infection prevention and control. Use of personal protective equipment (PPE), barrier and reverse barrier nursing and decontamination practice. Obtaining clinical specimens and interpreting findings.
7. Medicines management, application of knowledge of pharmacology in practice. Preparation and administration of medications. Accurate documentation for medicines management. Medicines calculations. Recognising and escalating concerns of harm from medication administration and error.

Learning Outcomes

Outcome Number	Description
01	Complete all the requirements within the Part One Practice assessment document (MYEPAD)
02	Demonstrate engagement with self-directed learning, through reflection across practice learning experiences.

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 one 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 one 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 one, 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 using digital resources such as clinicalskills.net, and mandatory training e-Learning. 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 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 undertake mandatory learning including; Data Security Awareness, Infection Prevention and Control and Adult and Child Safeguarding training.

Continuous assessment is 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.

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 an All-Fields Workshop where you will have an introduction to the literacy (MYEPAD, academic reflective writing) and numeracy skills (e.g. 'safeMedicate'), 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. You will need to achieve your goals in our assessment throughout the module.
2. You will complete a programme of eLearning (eLfh Healthcare Students) mandatory training modules and attend basic life support, moving and handling and Breakaway (mental health field only)
3. You will participate in practice learning as a component of NMC approval and programme delivery and have opportunity to engage in a variety of practice learning experiences including; real world, simulated practice learning and enrichment experiences.
4. During this year-long module, you will attend two (3 hour) midway checkpoints following practice learning experiences one and two to continue to explore professional expectations for practice documentation (MYEPAD) and provide opportunity for self-assessment and future goal setting.
5. 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

Expectations for part one in clinical practice;

- * Programme/university opportunities in formative placement: application of self-reflection; independent and directed study.
- * Preparation for practice, uniform policy, professional behaviour, managing expectations.
- * Practice Assessment, requirements of NMC approved programmes: strategies to deal with challenging situations, escalating concerns, support mechanisms.
- * Learning and curiosity in preparing for formative placement
- * Learning with others, peers, colleagues, MDT and experts by experience; positive challenge and feedback
- * Equality, diversity and inclusion, Cultural competence, self-awareness of unconscious biases, cultural knowledge, allyship and challenging discrimination.

Workshops

- * Meet with Academic Assessor
- * Introduction to reflective practice- Reflection in and on practice

Online Seminars

- * Reflective forums & keeping safe, healthy and well

You can access learning support for your 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. Pass/Fail (must pass)	20%
Summative	Coursework - Portfolio/e-portfolio	Completion of two Episodes of Care Pass/Fail (must pass)	20%
Summative	Coursework - Portfolio/e-portfolio	Completion of Medicines Management Pass/Fail (must pass)	20%
Summative	Coursework - Portfolio/e-portfolio	Completion of Performance Proficiencies Pass/Fail (must pass)	20%
Summative	Coursework - Portfolio/e-portfolio	Reflection on professional values and reflection on medicines management Pass/Fail (must pass)	20%

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>