

MODULE SPECIFICATION FORM

Module Title: Innovations in Community Practice – Community Children’s Nursing	Level: 6	Credit Value: 20
---	----------	------------------

Module code: NHS692	Cost Centre: GANG	JACS3 code B710
---------------------	-------------------	-----------------

Trimester(s) in which to be offered: 2	With effect from: September 2015
--	----------------------------------

Office use only: To be completed by AQSU:	Date approved: August 2015 Date revised: - Version no: 1
---	--

Existing/New: New	Title of module being replaced (if any): N/A
-------------------	--

Originating School: Social and Life Sciences	Module Leader: Alison Williams
--	--------------------------------

Module duration (total hours): 200 Scheduled learning & teaching hours: 30 Independent study hours: 70 Placement hours: 100	Status: core/option (identify programme where appropriate): Core
--	--

Programme(s) in which to be offered: BSc (Hons) Community Specialist Practice (Community Children’s Nursing) Graduate Diploma in Community Specialist Practice (Community Children’s Nursing)	Pre-requisites per programme (between levels): Nil
---	---

<p>Module Aims: The module will enhance the students’ ability to lead and manage a community children’s nursing team by recognising the need for change and designing and planning an innovation to reflect the needs within the locality. The module will also enable the students to disseminate this good practice.</p>
--

Intended Learning Outcomes:

At the end of this module, students will be able to ...

1. Analyse leadership and management theory as applied to community health care practice in the context of community children's nursing.
2. Critically analyse the leadership skills needed to manage projects/initiatives/audits within community children's nursing practice.
3. Critically evaluate models of change in relation to developing new ways of working including barriers to change and suggest a change in practice
4. Evaluate the contemporary context of healthcare organisational frameworks including key political drivers within the commissioning process and the procurement of healthcare provision.

NMC (2001) Standards for Common Core:-
12.7,12.9,12.11, 12.12

NMC (2001) Standards for Community Children's Nursing Students appertaining to this module:-
13.16, 13.18, 13.19, 13.23, 13.24, 13.25, 13.26, 13.27.

Key skills for employability

1. Written, oral and media communication skills
2. Leadership, team working and networking skills
3. Opportunity, creativity and problem solving skills
4. Information technology skills and digital literacy
5. Information management skills
6. Research skills
7. Intercultural and sustainability skills
8. Career management skills
9. Learning to learn (managing personal and professional development, self management)
10. Numeracy

Assessment:

These assessments will constitute the substantial piece of work in the final year of the BSc (Hons) programme.

Students will be expected to produce a written assignment with a significant research base, and as a result to identify a potential change in practice, bringing in change management theory, governance, strategic planning and entrepreneurship as appropriate to the planned change. The poster presentation will constitute a visual representation of that planned change and will promote the development of IT and presentation skills and facilitate the sharing of innovations in practice.

Please note:

All elements of assessment must be attempted and passed (NMC 2001), there is no compensation between elements or modules.

Any work submitted which indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will be deemed a refer.

Students who have been unsuccessful are allowed one further attempt only in each element of assessment in order to redeem failure.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,4	Essay	60%		3,000
2	3	Poster presentation	40%		1,000
3	NMC (2001) Standards for Specialist Practice 13.16,13.18 13.19,13.23 13.24,13.25 13.26,13.27	Portfolio	Pass/refer		

Learning and Teaching Strategies:

The students' learning will include a close link between theory and practice. Classroom teaching will be supplemented by a close relationship between the student and the mentor who will be responsible for directing the learning in practice.

Class time will include discussions and group work, student presentations of practice learning, case studies and scenarios.

Syllabus outline:

Change theory, barriers to change, principles and practice of audit, models of change, clinical governance and key political drivers, decision making and problem solving, service development, entrepreneurship and creativity, networking, budgeting and procurement.

Bibliography:

Essential reading:

MacKian, S. and Simons, J. (2013). *Leading, Managing, Caring: Understanding Leadership and Management in Health & Social Care*. Oxford: Routledge

Martin, V, Charlesworth, J. and Henderson, E. (2010). *Managing in Health & Social Care*. Oxford: Routledge.

Mullins, L.J. (2013). *Management and Organisational Behaviour, (10th Ed)* Harlow: Pearson Education.

Paton, R. A. and McCalman, J. (2008). *Change Management: a guide to effective implementation (3rd Ed)*. London: Sage.

Walshe, K. and Smith, J. (2011). *Healthcare Management (2nd Ed)*. Buckingham: Open University Press.

Other indicative reading:

Hughes, J and Lyte, G. Editors. (2009) *Developing nursing practice with children and young people*. Wiley-Blackwell. Chichester

Sidey A and Widdas D (2005) *Textbook of community children's nursing*. 2nd edition. Elsevier. Edinburgh

Teare, J Editor. (2008) *Caring for children with complex needs in the community*. Wiley Blackwell.