Module specification

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Module code	NUR420
Module title	A Day in The Life - An Insight into Careers in Health
Level	4
Credit value	20
Faculty	FSLS
HECoS Code	100473
Cost Code	GANG

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
GUCCE 'Fast Track Towards Nursing' awarded when completed with modules EDS405 The Confident Learner and NUR415 Countdown to Numeracy in Nursing. (This module is aligned to BN (Hons) Nursing for QA and assessment purposes)	Core

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	36 hrs
Placement tutor support	0hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	**36** hrs
Placement / work based learning	0 hrs
Guided independent study	164 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	05/01/2023
With effect from date	
Date and details of revision	
Version number	1

Module aims

The module aims to introduce the student to the diverse and varied careers available within the health sector in Wales, with the focus on the multi-disciplinary/ interprofessional workforce and how they work together to achieve person centred care. The students will explore the health professions, and also roles within services that support patient facing areas within the health service.

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

1	Identify a professional role within the health service that is regulated by Professional Statutory Regulatory Bodies
2	Examine the additional roles within the health service that support the delivery of person centred care
3	Discuss how the diverse and varied services come together to deliver seamless care
4	Consider the importance of effective teamwork and how this benefits the care of people in Wales

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.

Module Assessment:

The assessment strategy is designed to provide students with the opportunity to demonstrate their understanding of the careers in health and how teams work together to provide modern, evidence based care for the people who access the health service.

Assessment One (100%)

A presentation (10 Minutes)

The student will prepare and deliver a presentation to their peers, showcasing their selected profession and how their role contributes to the delivery of safe, person centred care.

- Describe the role being focused on and why this was chosen.
- Identify how the subject of their case study contributes on a daily basis to the provision of care
- Highlight the other professionals/ disciplines they work with
- Reflect on the importance of teamwork in the health service.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2,3, 4	Presentation	100%

Derogations

None

Learning and Teaching Strategies

This module will be delivered via a 'blended learning approach'. Directed study tasks, which may include activities such as recorded lectures/ electronic content, discussion forums, quizzes, case studies, group tasks, workbooks, key readings, reflective activities or other appropriate learning activities, will be made available on the Virtual Learning Environment on a weekly basis. The Flipped classroom approach will be utilised as far as possible to maximise the learning opportunities during synchronous sessions. Students will have the opportunity to speak with existing students following WGU PSRB Health related programmes to gain their insight. Guest speakers will be invited where possible, and desk based investigation in to specified careers and roles will be facilitated where not.

Indicative Syllabus Outline

- Identify professions regulated by a Professional Statutory Regulatory Body (PSRB) (to include Nursing and Allied Health Professionals)
- Identify non-PSRB regulated careers in health and support services
- Working in teams
- Interprofessional working
- Person centred care
- Introduction to reflection
- Introduction to Work Place Welsh

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

NHS Wales- Workforce, Education, and Development Services- NHS Careers

http://www.weds.wales.nhs.uk/nhs-wales-careers (accessed 16/03/21)

Other indicative reading

Bolton, G. and Delderfield, R. (2018), *Reflective Practice- Writing and Professional Development.* 5th ed. London: Sage

Health Education and Improvement Wales (HEIW)- Workforce, Education, and Development Services

https://weds.heiw.wales/ (accessed 16/03/21)

NHS Wales Shared Services Partnership (2015) Developing Excellence in Healthcare- An NHS Wales Skills and Career Framework for Healthcare Support Workers supporting Nursing and the Allied Health Professions

http://www.nwssp.wales.nhs.uk/sitesplus/documents/1178/e4017%20NLIAH-WEDS%20Clinical%20HSW%20document%20%2814%29%20ENG%20250dpi.pdf
(accessed 16/03/21)

Social Care Wales (2020) A Healthier Wales: Our workforce strategy for health and social care. https://heiw.nhs.wales/programmes/health-and-social-care-workforce-strategy/

(accessed 16/03/21)

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr 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. Click here to read more about the Glyndwr Graduate attributes

Core Attributes
Engaged
Enterprising
Creative
Ethical

Key Attitudes
Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets
Digital Fluency

Organisation
Leadership and Team working
Critical Thinking
Emotional Intelligence
Communication