

Module specification

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Module Code	NUR 621
Module Title	Leading and Managing Nursing Care
Level	6
Credit value	40
Faculty	Social & Life Sciences
HECoS Code	100279 100280 100287
Cost Code	GANG

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Bachelor of Nursing (Honours) Adult Nursing	Core
Bachelor of Nursing (Honours) Children's Nursing	Core
Bachelor of Nursing (Honours) Mental Health Nursing	Core

Pre-requisites

N/A

Breakdown of module hours

Learning and teaching hours	84 hrs
Placement tutor support	0 hrs
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	84 hrs
Placement / work based learning	See Programme Specification hrs
Guided independent study	178.5 hrs
Module duration (total hours)	262.5 hrs

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Initial approval date	03/03/2020
With effect from date	Sept 22
Date and details of revision	Revalidated 30/3/22 with additional fields for Children's Nursing and Mental Health Nursing
Version number	2

Module aims

This module will enable the student to critically reflect upon how personal and professional development impacts upon the clinical setting and the management of safe and reliable person-centred care in Nursing. It will also prepare the student for future nurse prescribing once qualified.

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

1	Select appropriate professional strategies to enhance personal and professional development of self and others, whilst recognising individual ability/competence within and beyond professional boundaries (within the field of practice). (NMC P1 1.5, 1.10, 1.13, 1.17, 1.18, 1.19, P3 3.16, P5 5.1, 5.2, 5.3 5.4, 5.6, 5.8, 5.9, P6 6.11, P P7 7.1)
2	Critically evaluate how personal and professional development, team working and decision making can impact upon leadership, management and clinical supervision skills (within the field of practice). (NMC P5 5.6, 5.7, 5.10, P7 7.13)
3	Critically examine the importance of professional and evidence-based nursing practice in the delivery of safe and reliable person-centred care across a range of clinical settings (within the field of practice). (NMC P1 1.1,1.2,1.3,1.8,1.9,1.11,1.12,1.16, 1.20, P2 2.9, P5 5.5, P6 6.2, P7 7.7, 7.8, 7.11, 7.12)
4	Apply and demonstrate pharmacological knowledge to the care of people in preparation to progress to a prescribing qualification following registration (within the field of practice). (NMC P1 1.15 P3 3.2, P4 4.15, 4.16, 4.17)
5	Demonstrate proficiency and accuracy when calculating dosages of prescribed medicines (within the field of practice). (NMC P4 4.14)
6	Demonstrate the ability to meet individual learning needs through the use of a reflective portfolio based approach (within the field of practice). (NMC P1 1.1,1.2,1.3,1.5,1.17, 1.19, P6 6.11).

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.

Assessment One

The student will be expected to critically contribute to asynchronous discussions, about how personal and professional development of self and others, can affect the delivery of safe and reliable person-centred care (100%). Word count: 1000

Assessment Two (Pass/Fail)

The student will sit an on-line examination that will demonstrate the student's ability to carry out drug calculations within the field of practice that will be recorded as a pass/fail (**pass mark set at 100%**). The examination will normally take one hour under exam conditions, but students will be permitted to take up to two hours if necessary.

Assessment Three (Pass/Fail)

The student will sit a multiple choice/short answer exam paper. This consists of twenty, short answer and multiple choice questions to test pharmacological knowledge within the field of practice and its application to practice. Candidates must attempt to answer all questions. Students are advised to allow 1.5 hours for completion (**pass mark set at 80%**).

Assessment Four

Clinical Practice Outcomes in the 'Ongoing Record of Achievement of Proficiencies for Registration' are summatively assessed in this module at the end of the academic year as Pass / Fail.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2 & 3	Coursework	Learning Log 100%
2	5	Examination	Pass/Fail
3	4	Examination	Pass/Fail
4	6	Portfolio	Pass/Fail

Derogations

- The Safe Medicate examination examinations in BN (Hons) programme will be set as pass/fail with a pass rate of 80%, 90% and 100% respectively for level 4, 5 and 6. Re-sits must also achieve 80%, 90% and 100% for the respective years. A refer in the Safe Medicate examination or the portfolio element will not cap the rest of the module.
- BN (Hons) Nursing students will be allowed two attempts at each module in each level of study, but only one third attempt at one module at that level will be allowed, at the discretion of the Assessment board. This excludes the Safe Medicate examination in each year of the programme, where three attempts will be allowed.
- There are no compensatory passes in the BN (Hons) programme due to professional body requirements, and all assessment elements of each module must be passed.
- BN (Hons) Nursing students have to pass all elements of assessment by the end of each academic year (part one, two and three of programme), before progressing into the next part of the programme unless exceptional circumstances exist, when they will be permitted until end of the first module in the next part of programme in which to retrieve trailed modules.
- BN (Hons) Nursing students will have the opportunity to re-attempt any referred modules within the academic year before progression is denied.

- Feedback on assessed work will be provided within four weeks of submission
- Any work submitted, however competent from an academic viewpoint, which omits or includes information which would indicate unsafe practice by the student or in any way breaches confidentiality will be deemed a 'refer'.
- Timing of feedback and release of assessment results for modules Foundations of Health and Wellbeing level 4 end of part one (NUR419), Promoting Health Behaviours end of part two (NUR517) & Leading and Managing Nursing Care end of part three (NUR621) to be separated from the practice portfolio component. Marks for the above modules will be presented at the appropriate assessment board, with marks for portfolio element being recorded as a 'technical defer' at this board. This will enable students to have the resit opportunity prior to the board at the end of each part of the programme. The pass/fail for portfolio element of the above modules will only be presented at the end board of each part of the programme.
- The level 6 prescribing exam in Leading and Managing Nursing Care module must be passed at 80%
- The University regulations for 40 credit modules at level 4, 5 & 6 in terms of weighting for overall learning hours, contact learning hours and independent learning hours will be superseded by professional body requirements of 2300 hours theoretical and 2300 hours of clinical practice over the 3 years or 4.5 years part-time (the programme consists of three 40 credit modules in each part of the programme, equalling 9 modules in total)– this will result in each 40 credit module being 262.5hours multiplied by 9 modules is 2362.5 which allows slight slippage of 62.5 hours over required 2300.

Learning and Teaching Strategies

A variety of learning and teaching strategies will be used including online activities through the VLE, in addition to workshops and interactive lectures. Directed and self-directed study will be given to support learning. Students will be encouraged to individually and collectively reflect on practice in their field and through this identify further individual learning needs.

Indicative Syllabus Outline

Core content (examples of the following will be provided across the three fields)

The content will include the following:

Personal and professional development

Reflection and supervision/ Clinical supervision/ Professional confidence and competence/
Continuing Professional Development/Revalidation/Developing resilience in self and others/
Transition from student to registered nurse

Leadership and Management

Professional code and legal frameworks / Clinical governance/Leadership and management
in the context of personal and professional development / Decision making / Critical analysis
skills and research application/ Roles, responsibilities and scope of practice of all members
of nursing and interdisciplinary team/ Accountability/ Delegation and assignment of care
responsibilities to others involved in providing care/ Conflict Management and negotiation
skills/Performance management.

Safe and reliable person centred care

Collaborative working, guiding, supporting and motivating individuals in care team / Safe
staffing and skill mix / Communication and interpersonal skills, develop, manage and
maintain appropriate relationships with people, their families, carers and colleagues /
Escalating concerns.

Prescriber Knowledge

Principles of safe and effective administration and optimisation of medicines/Proficiency and
accuracy when prescribing medicines/ Pharmacology and ability to recognise effects of
medicines, allergies, drug sensitivities, side effects, contraindications, incompatibilities,
adverse reactions, prescribing errors and the impact of polypharmacy and over the counter
medication usage/ Prescription generation, role of generic, unlicensed and off-label
prescribing and an understanding of the potential risks associated with these approaches to
prescribing.

(Consolidation of communication and relationship management as identified in Annex
A/Consolidation of Nursing procedures identified in Annex B).

Adult Field Specific delivered by Adult Field Lecturers

Principles of safe and effective administration and optimisation of medicines

Proficiency and accuracy when prescribing medicines/ Safemedicate/Pharmacology/

Exam tutorials - formative and summative assessment preparation.

Children's Field Specific delivered by Child Field Lecturers

Principles of safe and effective administration and optimisation of medicines

Proficiency and accuracy when prescribing medicines/ Safemedicate/Pharmacology/

Exam tutorials - formative and summative assessment preparation.

Mental Health Field Specific delivered by Mental Health Lecturers

Principles of safe and effective administration and optimisation of medicines

Proficiency and accuracy when prescribing medicines/ Safemedicate/Pharmacology/

Exam tutorials - formative and summative assessment preparation.

The above syllabus takes account of the following:

EU Directive Annex V2 Point 5.2.1 (Adult Only)

Pharmacology/ Principles of administration/ Nature and Ethics of the profession/ General principles of health and nursing

NMC Future Nurse Standards of Proficiency for registered nurses

Platform 1 Being an accountable professional (1.1,1.2,1.3,1.5, 1.8, 1.9,1.10, 1.11,1.12,1.13, 1.15 ,1.16,1.17, 1.18, 1.19, 1.20)

Platform 2 Promoting health and preventing ill health (2.9)

Platform 3 Assessing needs and planning care (3.2, 3.16)

Platform 4 Providing and evaluating care (4.14, 4.15, 4.16, 4.17)

Platform 5 Leading and managing nursing care and working in teams (5.1, 5.2, 5.3 5.4, 5.6, 5.5, 5.7, 5.8, 5.9, 5.10)

Platform 6 Improving safety and quality of care (6.2, 6.11)

Platform 7 Coordinating care (7.1, 7.7, 7.8,7.11,7.12,7.13)

QAA Standards

5.2 xi, xiii, xiv, xix

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update (further field specific reading will be available in module handbook).

Essential Reads

Barber, P. and Robertson, D. (2015), Essentials of Pharmacology. 3rd ed. Maidenhead: Open University Press/McGraw-Hill Education.

Burton, R. & Ormrod, G. (2021), Transition to Professional Nursing Practice. 2nd ed. London: Sage.

Ellis, P. (2022), Leadership, Management and Team working in Nursing. London: Sage.

Standing, M. (2020), Clinical Judgement and Decision Making for Nursing Students. 4th ed. London: Sage.

Young, S. and Pitcher, B. (2016), Medicines Management for Nurses at a Glance. Oxford: Wiley Blackwell.

Other indicative reading

Fairley-Murdoch, M. and Ingram, P. (2016), *Revalidation: A Journey for Nurses and Midwives*. London: Open University Press.

Healy D. (2016), *Psychiatric Drugs Explained*. 6th ed. London, Elsevier. (For mental health nursing)

Jasper M., Rosser, M. and Mooney, G. (2013), *Professional Development, Reflection and Decision-Making in Nursing and Health*. Chichester: John Wiley.

Lloyd C., King R., Deane F. and Gournay K. (2009), *Clinical Management in Mental Health Services*. Chichester: Blackwell. (For mental health nursing)

Peate, I. and Dryden, P.(eds) (2022), *Fundamentals of Pharmacology in Children's Nursing*. Chichester: Wiley Blackwell. (for children's nursing)

SafeMedicate, (2019). Available from: <https://www.safemedicate.com>. [Electronically accessed 3rd September 2021.]

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.

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