Module specification

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Module Code	NUR680
Module Title	Innovations in Practice
Level	6
Credit value	30
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
PG Dip Adult Nursing	Core
PG Dip Mental Health Nursing	Core
PG Dip Children's Nursing	Core

Pre-requisites

None

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	11th November 2022
With effect from date	01/01/2023
Date and details of revision	

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Version number	1

Module aims

This module aims to enable the student to contribute to the evaluation and enhancement of the quality of nursing care, considering both their future professional development and their role in leading, negotiating and managing change and improvement in care delivery.

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

1	Reflect critically upon the principles of effective leadership and management in assuring and enhancing the provision of quality nursing care (within the field of practice). (**NMC** P1 1.1, 1.2, 1.3, 1.16, 1.20, P2 2.9, P3 3.9, 3.16, P 5.1, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, P6.1, 6.2, 6.5, 6.8, 6.10, 6.12, P7 7.11)
2	Critically analyse the local, national and regulatory directives/standards and research evidence relevant to a chosen aspect of nursing care (within the field of practice). (**NMC** P 1 1.7, 1.8, P5 5.12, P 6.3, 6.6, P7 7.2,7.4, 7.13)
3	Integrate leadership and change management theory into quality enhancement and change, evaluating the role of the nurse as potential change agent (within the field of practice). (**NMC** P1 1.10, 1.11, P4 4.2, P5 5.2, 5.10, P 6 6.4, 6.7, 6.9, P7 7.1, 7.3)

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.

Students will identify an area of nursing practice relevant to their chosen field and undertake a literature review to identify best practice. The topic will be agreed with the module co-ordinator as being appropriate to nursing and of a manageable size. Students will be expected to submit a short formative outline of the topic, the amount of primary research available and the approach to be used. Using change management theory the student will then utilise the literature review to identify quality improvement issues. The student will reflect on the personal and professional skills and knowledge that were required to undertake the assignment. Word count: 8000.

Clinical Practice Outcomes in the '*Ongoing record of the Achievement of Proficiencies for Registration'* are formatively assessed throughout the academic year, and summatively assessed in the end module of each year as Pass / Fail.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2 & 3	Dissertation/Project	100%

Derogations

- Postgraduate Diploma Nursing students will be allowed two attempts at each module. This excludes the Safe Medicate examination in each part of the programme, where three attempts will be allowed.

- There are no compensatory passes in the Postgraduate Diploma programme due to professional body requirements, and all assessment elements of each module must be passed.

- Postgraduate Diploma Nursing students have to pass all elements of assessment by the end of each part (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.

- Postgraduate Diploma Nursing students will have the opportunity to re-attempt any referred modules within each part 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'.

- The University regulations for 30 credit modules at level 6 & 7 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 six modules/two years of the programme.

Learning and Teaching Strategies

Interactive lectures, group work and discussion. Directed study. Student will have access to group and individual tutorials. Formative work will receive comments to ensure that the topic chosen by the student is appropriate and manageable.

Indicative Syllabus Outline

The content will include the following:

Quality & Standards
NHS organisations and the quality agenda / Clinical governance and effectiveness: national & local perspectives /Nurse as an educator- supporting and supervising students in delivery of care, promoting reflection and providing constructive feedback to students, and evaluating and documenting their performance/ Risk management and risk aversion, risk assessment and reporting and – legislation and regulations, near misses, critical incidents, major incidents and serious adverse events and influence on future practice, philosophy & improvement tools, strategic & operational issues, crisis and disaster situations / Managing and reviewing personal and professional development post qualification / Clinical supervision, reflection and self-awareness in managing change and quality assurance/human factors, environmental

factors and strength based approaches when working in teams/Safe staffing and appropriate skill mix relating to quality delivery of care/learning from mistakes and positive experiences.

Leading & Managing Change
Theories and styles of leadership /Organisational dynamics and culture/ Public policy and political awareness influencing change/ The influence of power in leadership / Managing teams in nursing care, performance management, interdisciplinary team and effective contributions, challenge and provide constructive feedback about care delivered by others in a team and support and agree individual learning needs / Change management theory / Strategies used to manage change / Process mapping / Plan, do, study, act (PDSA) cycle /Human factors / Quality improvement methodologies /Political awareness/literature review process.

(Development of communication and relationship management skills identified in Annex A).

Adult Field Specific delivered by Adult Field Lecturers
Group work and discussion for assessment - Student will have access to group and individual tutorials –formative and summative assessment preparation.

Risk management and risk aversion, risk assessment and reporting in context of Adult Nursing – legislation and regulations, near misses, critical incidents, major incidents and serious adverse events and influence on future practice.

Children's Field Specific delivered by Child Field Lecturers
Group work and discussion for assessment - Student will have access to group and individual tutorials –formative and summative assessment preparation.

Risk management and risk aversion, risk assessment and reporting in context of Children's Nursing – legislation and regulations, near misses, critical incidents, major incidents and serious adverse events and influence on future practice.

Mental Health Field Specific delivered by Mental Health Field Lecturers
Group work and discussion for assessment - Student will have access to group and individual tutorials –formative and summative assessment preparation.

Risk management and risk aversion, risk assessment and reporting in context of Mental Health Nursing – legislation and regulations, near misses, critical incidents, major incidents and serious adverse events and influence on future practice.

The above syllabus takes account of the following:

EU Directive Annex V2 Point 5.2.1 (Adult only)
Nature and ethics of the profession **/** General principles of health and nursing / Social and health legislation / Legal aspects of nursing/Principles of teaching.

NMC Future Nurse Standards of Proficiency for registered nurses

Platform 1 Being an accountable professional (1.1, 1.2, 1.3, 1 .7, 1.8, 1.10, 1.17, 1.19, 1.20)

Platform 2 Promoting health and preventing ill health (2.9)

Platform 3 Assessing needs and planning care (3.9,3.16)

Platform 4 Providing and evaluating care (4.2)

Platform 5 Leading and managing nursing care and working in teams (5.1, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.12)

Platform 6 Improving safety and quality of care (6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.9, 6.8, 6.10, 6.12)

Platform 7 Coordinating care (7.1, 7.2, 7.3, 7.4, 7.11, 7.13)

QAA Standards

5.2 ix, xvii

Indicative Bibliography:

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

Essential Reads

Aveyard, H (2019), *Doing a literature review in health and social care A practical guide*. 4th ed. London: Open University Press.

Ellis, P. (2022), *Leadership, Management and Team Working in Nursing*. 4th ed. London: Learning Matters.

Finkelman, A. (2016), *Leadership and Management for Nurses: Core Competencies for Quality Care.* 3rd ed. London: Pearson.

Hayes, J. (2022), *The Theory and Practice of Change Management.* 6th ed. London: Red Globe Press.

Other indicative reading

Chambers M (2017), *Psychiatric and Mental Health Nursing: the Craft of Caring*. 3rd ed. Abingdon: Routledge. (for mental health field)

Glasper, A., Richardson, J. & Randall, D. (2021), *A Textbook of Children's and Young People's Nursing.* 3rd ed*.* London: Elsevier. (For children's nursing)

Hart C. (2014), *A Pocket Guide to Risk Assessment and Management in Mental Health.* London: Routledge. (for mental health field)

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