



**BSc Nursing/BSc (Hons)  
Nursing Programme  
2021/2022**

**THE DYNAMIC SYLLABUS**

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## Overview

The dynamic syllabus has been written to provide a detailed overview of the core content of the BSc Nursing/BSc (Hons) Nursing programme. The primary purpose of the dynamic syllabus is to provide transparency as to how professional nursing knowledge, skills, attributes, attitudes and key subject strands are developed and run through all stages of the programme. By virtue of name, the dynamic syllabus is reviewed annually as a key part of the academic quality assurance cycle and, as such, is updated prior to each academic session. This enables the curriculum to be responsive to policy drivers, evidence, research findings and changing theoretical concepts and frameworks. It also enables, through annual programme appraisal cycles, for adjustment to aspects of the curriculum such as assessment strategies and resources used in the delivery of modules. All academic staff, practice supervisors, practice assessors, practice educators and students will have access to the dynamic syllabus via the School's virtual learning environment, CampusMoodle, and via the School's practice learning web pages.

## Content

The dynamic syllabus lists all modules as they appear within stages of the programme and provides the following details:

- Module Number, title and credits.
- When the module is delivered within the academic year.
- Module co-ordinator and module team members.
- Associated route/field and subject strand within the programme.
- Stakeholder contribution associated with the module.
- Associated collaborative learning.
- Development of graduate attributes as identified by The Quality Assurance Agency for Higher Education.

- Module aim, learning outcomes and mode of delivery.
- Associated Future Nurse Standards of Proficiency for Registered Nurses.
- Formative and summative assessment strategies as well as the method of module delivery.
- School led scholarship/research activities related to the module.
- Key resources used in supporting the delivery of the module.
- Indicative module content from module descriptor and broader module content information.

Modules are also mapped to the key subject strands running through all stages of the programme which are: Health, Sciences, Nursing and Practice Learning.

### **Review and Maintenance**

The dynamic syllabus is maintained by the Course Leaders who work with Stage Leaders and Module Co-ordinators to review and update the dynamic syllabus annually. The review and development process is facilitated collectively at key committees and other events throughout the academic session and is responsive to other sources of feedback such as student surveys and programme performance reviews.

Please note that there may be changes to timing of module delivery noted in the dynamic syllabus due to, for example, timetable changes or availability of external speakers, associate lecturers and partners in practice.

There may also be changes to content prior to annual update of dynamic syllabus in response to policy drivers, evidence, research findings and changing theoretical concepts and frameworks.

# STAGE 1

## NU1301

<b>Module number</b>	NU1301
<b>Module title and credits</b>	Exploring Health (30 SCQF credits)
<b>When delivered</b>	Semester 2, Stage 1
<b>Module co-ordinator/contact</b>	Scott Macpherson MC
<b>Module team</b>	Dan Warrender, Richard Leece, Alison McIntosh, Carol Jackson, Jackie Leith.
<b>Route/field</b>	All fields BSc Nursing, BSc (Hons) Nursing
<b>Subject strand</b>	Health
<b>Stakeholder contribution</b>	Use of Virtual Community – content of Virtual Community will be developed in partnership with key stakeholders.
<b>Collaborative learning/practice</b>	Consideration of other disciplines and agencies involved in public health.
<b>Development of graduate attributes</b>	<p><b>Lifelong learning</b> – Introduction to international health policy and relevance to nursing.</p> <p><b>Research, scholarship and enquiry</b> – Searching for and using literature in formative and summative assignment.</p> <p><b>Employability and career development</b> – Introduction to key role nurses play in improving and maintaining health and wellbeing.</p> <p><b>Global citizenship</b> – Tutorials and discussions in this module include international determinants of health cultural competence.</p>

	<p><b>Communication and information literacy</b> – Developing students’ abilities to answer academic questions whilst developing their technology skills using gaming pedagogy in virtual community.</p> <p><b>Ethical, social and professional understanding</b> – Developing students’ awareness of health inequalities.</p> <p><b>Collaboration, teamwork and leadership</b> – Students will collaborate with each other in module group work. Consideration of other agencies involved in public health.</p>
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**Mapping to JISC Digital Framework**

There is guidance on the Moodle pages. Students will be made aware of how to ask for help with regards to digital issues. The Library also undertakes a session on how to navigate the Library services electronically. Students will be able to download and upload documents on Moodle pages and be able to use digital tools to make learning time more efficient. These will be discussed.

Information literacy - students will learn how to store information and find and use research to inform practice. Students are reminded to use digital data and social media responsibly as per the NMC Code. Students will learn how to reference digital resources and understand copyright and plagiarism rules.

Digital creation, problem-solving, and innovation – students will learn how to use BBCU.

Digital communication, collaboration and participation – students will be made aware of digital communication etiquette in different spaces.

Digital learning and development – students will be exposed to different digital learning resources within the module. The module team will use Moodle analytics to monitor student engagement and support where required. Students will be encouraged to work collaboratively within discussion forums.

Digital identity and well-being – students will be reminded to attend to digital reputation when posting and communicating online.

<b>Aims of module</b>	To facilitate the student to develop an understanding of improving and maintaining the mental, physical and behavioural health and well-being of people, families, communities and populations.
<b>Learning outcomes</b>	On completion of this module, students are expected to be able to: <ol style="list-style-type: none"> <li>1. Outline wider determinants of health, illness and wellbeing.</li> <li>2. Demonstrate the impact of early years and childhood experiences.</li> <li>3. Describe current public health priorities.</li> <li>4. Describe factors that lead to health inequalities.</li> <li>5. Demonstrate the contribution of health literacy.</li> </ol>
<b>Associated Future Nurse Standards of Proficiency for Registered Nurses (2018)</b>	Please see mapping document of current programme to the Future Nurse Standards. <a href="O:\SNM\Validation\Programmes\Approved 2020-2021\Pre-reg Nursing\Final Documents for Use">O:\SNM\Validation\Programmes\Approved 2020-2021\Pre-reg Nursing\Final Documents for Use</a>
<b>Formative assessment</b>	Self-marking quiz. Access resources around support academic writing skills, referencing skills in preparation for the summative assessment.
<b>Summative assessment</b>	Written Assessment. Case Study selected from virtual community by student. Providing a written account answering and meeting the learning outcome.
<b>Mode of delivery</b>	Blended learning approach including: lectures, tutorials, online learning, virtual community.



<p><b>School scholarship /research relevant to subject strand</b></p>	<p>Links to both School core research themes – Person, Family and Community Focused Health and Wellbeing and Organisation and Delivery of Health and Social Care/Services.</p>
<p><b>Resources</b></p>	<p>Reading list, Study skills, Library, module materials, media, online learning, podcasts, recorded lectures, discussion forum, virtual community.</p> <p>SCOTTISH GOVERNMENT, 2018. <i>Public health priorities for Scotland to inform curriculum developments</i>. Edinburgh: Scottish Government.</p> <p>Range of resources available:  <a href="https://www.nes.scot.nhs.uk/media/0mxcjko/nesd0886-hai-resource-leaflet-2019-final.pdf">https://www.nes.scot.nhs.uk/media/0mxcjko/nesd0886-hai-resource-leaflet-2019-final.pdf</a></p> <p>The Scottish Learning Disabilities (LD) Nurse Education Network Minimum Standards Paper.</p> <p>NES (2019) Mental Health Improvement and Suicide Prevention Framework:  <a href="https://learn.nes.nhs.scot/17100/mental-health-improvement-and-prevention-of-self-harm-and-suicide/mental-health-improvement-and-suicide-prevention-framework">https://learn.nes.nhs.scot/17100/mental-health-improvement-and-prevention-of-self-harm-and-suicide/mental-health-improvement-and-suicide-prevention-framework</a></p> <p>Scottish Government (2018) Scotland’s Digital Health and Care Strategy: Enabling Connecting and Empowering. Workforce Capability Domain 4: Workforce development in digital skills and capabilities across the whole health and care sector underpin the successful uptake and use of digital technologies.</p>

<p><b>Indicative module content from module descriptor</b></p>	<p>Determinants and principles of health across the lifespan, encompassing physical health and wellbeing and mental health and wellbeing; adverse childhood experiences, public health trends and challenges, international and national public health priorities, epidemiology, communicable disease, antimicrobial resistance and stewardship, infant nutrition, cultural influences on health, human rights, key policies and legislation, digital literacy and technology, self-care, resilience, suicide awareness, learning disabilities, autism spectrum; preventative medicine; health education; maternity care.</p>
<p><b>Module content</b></p>	<p>The topics to be studied include:</p> <ul style="list-style-type: none"> <li>• determinants of health and wellbeing, public health trends and challenges across the life span, international and national public health priorities, cultural influences on health.</li> <li>• childcare, infant nutrition and paediatrics, adverse childhood experiences and the possible impact on mental, physical and behavioural health and wellbeing.</li> <li>• epidemiology, communicable disease, antimicrobial stewardship, preventive medicine, health education.</li> <li>• human rights, key policies and legislation,</li> <li>• digital literacy and technology.</li> <li>• self-care, resilience, recognition of vulnerability in themselves or their colleagues and the action required to minimise risks to health.</li> </ul>

- suicide awareness.
- maternity care including perinatal mental health, introduction to concepts of parity of esteem.

The module content will meet learning outcomes 1 and 2 from the Scottish Learning Disabilities (LD) Nurse Education Network Minimum Standards Paper:

- Demonstrate an understanding of the concept of learning disability and autism spectrum.
- Gain an appreciation of what health inequality means in relation to potential risks to people with learning disabilities, and develop their practice to promote the health and well-being of people with learning disabilities and their families.
- Academic writing skills and accurate and appropriate referencing using RGU adapted Harvard.
- Literature searching and use of peer reviewed appropriate literature.

## NU1302

<b>Module number</b>	NU1302
<b>Module title and credits</b>	Nursing Care-Decision Making (30 SCQF credits)
<b>When delivered</b>	Semester 1, Stage 1
<b>Module co-ordinator/contact</b>	Jill Will MC, Pauline Donaldson DMC
<b>Module Team</b>	Fiona Baguley, Cameron Smith, Natalie Wiseman, Michelle Duncan, Jennifer Cowie, Rosa Eisenberg.
<b>Route/field</b>	All fields BSc Nursing, BSc (Hons) Nursing
<b>Subject strand</b>	Nursing
<b>Stakeholder contribution</b>	<p>Volunteer patients will contribute to the learning, especially in relation to communication and relationship management. Volunteer patients will provide the students with feedback during these learning experiences.</p> <p>Practitioners and practice educators, from practice learning experiences, will contribute to the module development and delivery.</p>
<b>Collaborative learning/practice</b>	Students will consider referral to and collaboration with other disciplines and agencies.
<b>Development of graduate attributes</b>	<p><b>Lifelong learning</b> – Introduction to key concepts, models and therapeutic approaches that form the basis of contemporary nursing care across the lifespan.</p> <p><b>Research, scholarship and enquiry</b> – Searching for and using literature to support evidence-based nursing care.</p>

	<p><b>Employability and career development</b> – Introduction to key communication and management skill, nursing procedures and commonly encountered devices.</p> <p><b>Communication and information literacy</b> – Developing students’ abilities to communicate effectively with colleagues using a variety of media.</p> <p><b>Ethical, social and professional understanding</b> – Developing students’ awareness of person and family centred care.</p> <p><b>Collaboration, teamwork and leadership</b> – Students will collaborate with each other in module group work and will begin to consider referral to and collaboration with other disciplines and agencies.</p>
<p><b>Mapping to JISC digital framework</b></p>	<p>Digital proficiency – There is guidance on the Moodle pages. Students will be made aware of how to ask for help with regards to digital issues. The Library also undertakes a session on how to navigate the Library services electronically. Students will be able to download and upload documents on Moodle pages and be able to use digital tools to make learning time more efficient.</p> <p>Information literacy - students will learn how to store information and find and use research to inform practice. Students are reminded to use digital data and social media responsibly as per the NMC Code of Professional Conduct. Students will learn how to reference digital resources and understand copyright and plagiarism rules.</p>

	<p>Digital creation, problem-solving, and innovation – students will learn how to use BBCU.</p> <p>Digital communication, collaboration and participation – students will be made aware of digital communication etiquette in different spaces.</p> <p>Digital learning and development – students will be exposed to different digital learning resources within the module. The module team will use Moodle analytics to monitor student engagement and support where required. Students will be encouraged to work collaboratively within discussion forums.</p> <p>Digital identity and well-being – students will be reminded to attend to digital reputation when posting and communicating online.</p>
<b>Aims of module</b>	<p>To introduce the student to key concepts, models and therapeutic approaches that form the basis of contemporary nursing care across the lifespan.</p> <p>To facilitate the student to develop their communication and relationship management skills and to undertake nursing procedures.</p>
<b>Learning outcomes</b>	<p>On completion of this module, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Identify key models, frameworks, policies and drivers in relation to planning and delivery of contemporary nursing care for health and wellbeing.</li> </ol>

	<ol style="list-style-type: none"> <li>2. Recognise the importance of working within legal, ethical and professional frameworks.</li> <li>3. Understand key nursing and medical terminology.</li> <li>4. Identify underpinning knowledge related to a range of communication skills and nursing procedures.</li> <li>5. Demonstrate a range of communication skills and nursing procedures in a simulated environment.</li> </ol>
<b>Associated Future Nurse Standards of Proficiency for Registered Nurses (2018)</b>	<p>Please see mapping document of current programme to the Future Nurse Standards.</p> <p><a href="O:\SNM\Validation\Programmes\Approved 2020-2021\Pre-reg Nursing\Final Documents for Use">O:\SNM\Validation\Programmes\Approved 2020-2021\Pre-reg Nursing\Final Documents for Use</a></p>
<b>Formative assessment</b>	Case study groupwork structured around the summative assessment questions with feedback provided.
<b>Summative assessment</b>	<p>Component 1: Recorded Audio File Assessment.</p> <p>Component 2: Mandatory Health and Safety.</p> <p>Type: Portfolio of evidence.</p> <p>Description: Completion of all mandatory health and safety online courses prior to Practice Placement. Provisional pass at assessment component 2 is required to commence NU1304 Fundamentals of Nursing Practice. The opportunity for 1<sup>st</sup> and 2<sup>nd</sup> attempts of this component will be before end of module delivery.</p>
<b>Mode of delivery</b>	Blended learning approach including: lectures, seminars, tutorials, simulated skills, online learning.

<b>School scholarship /research relevant to subject strand</b>	Links to both School core research themes – Person, Family and Community Focused Health and Wellbeing and Organisation and Delivery of Health and Social Care/Services.
<b>Resources</b>	Reading list, Study skills, Library, module materials, media, online clinical skills resources, Safe Medicate and recorded lectures. NES (2021) Promoting Excellence in Dementia Framework. The Scottish Learning Disabilities (LD) Nurse Education Network Minimum Standards Paper. NHS Education for Scotland (2017) Palliative and end of life care: Enriching and Improving Experience (A framework to support the learning and development needs of the health and social service workforce in Scotland). NES (2017) Transforming Psychological Trauma: A Knowledge and Skills Framework for the Scottish Workforce. NES (2018) The Scottish Psychological Trauma and Adversity Training Plan. Essential Child and Adolescent Mental Health Services (CAMHS) training resource: Module 2: Engaging with Children, Young People and Families. NES Safer Blood Transfusion Module. Clinicalskills.net.
<b>Indicative module content from module descriptor</b>	Current legislative frameworks, national strategies and policies. Nursing and therapeutic models. Person and family centred care in a range of health contexts across the lifespan. Assessment. Planning, implementation and



	<p>evaluation of care. Documentation. Professionalism and accountability and administration. Evidence based practice, patient safety. technology assisted care, numeracy in Nursing, ethical principles, trauma informed approach, augmentative and alternative communication, learning Disabilities, dementia, dietetics, working in teams. Proficiencies, communication and relationship management skills and nursing procedures as detailed in NMC Future Nurse standards. Preparation for Practice Learning.</p>
<p><b>Module content</b></p>	<p>The topics to be studied include:</p> <ul style="list-style-type: none"> <li>• Current legislative frameworks, national strategies and policies related to nursing practice.</li> <li>• nature of nursing including therapeutic models, person and family centred care models.</li> <li>• nursing process - assessment including use of appropriate tools, processing information gathered to identify needs, planning care to meet identified needs, implementation of planned care and evaluation of care.</li> <li>• nursing process underpinned with a partnership approach to assessment and care planning - recovery goals.</li> <li>• administration, documentation, professionalism and accountability, evidence-based practice, patient safety, team working including across disciplines.</li> <li>• technology assisted care, augmentative and alternative communication.</li> <li>• numeracy in nursing.</li> </ul>

- ethics and ethical principles.
  - trauma informed approach, learning
  - disabilities, dementia, working in teams.
- Proficiencies, communication and relationship management skills and nursing procedures as detailed in NMC Future Nurse standards including:
- ensuring safety, dignity, privacy.
  - accurate calculation and administration of medicines, various procedural routes under which medicines can be prescribed, and administered, recognise the effects of medicines, allergies, drug sensitivities.
  - identify anxiety, confusion, discomfort and pain, recognise sensory impairments, recognise signs of self-harm and/or suicidal ideation.
  - further practice of taking, recording and interpreting vital signs manually and via technological devices.
  - provide physical and mental health first aid.
  - basic life support.
  - distraction and diversion strategies.
  - manage and monitor blood component transfusions, manage administration of oxygen and nebuliser therapy.
  - aseptic technique.
  - dietetics, assessment of nutrition and hydration status.
  - observe, assess skin integrity.
  - hand hygiene, personal protective equipment, safe disposal of laundry and waste, appropriate bed-making techniques including

- those required for people who are unconscious or who have limited mobility.
- care of the deceased.
- Millan Principles.
- Adult Incapacity care principles.
- Standard pre-operative and post-operative care (directed study activities).
- De-escalating.

In addition to those listed above, teaching and learning in relation the associated Future Nurse Standard of Proficiency for Registered Nurses mapped to this module will be facilitated. These will be considered across a range of clinical settings including all fields of practice and across the lifespan including children, young people, adults and older adults.

The module content will meet learning outcome 5 from the Scottish Learning Disabilities (LD) Nurse Education Network Minimum Standards Paper:

- To promote the rights of people with learning disabilities to participate in decisions about their care and health by developing an insight into augmentative and alternative communications needs while supporting their access to health services, including the use of personal communication and health/hospital passports.
- Preparation for Practice will also form part of this module – including mandatory and statutory training requirements. Many of the e-learning modules are accessed using the TURAS platform developed by NHS Education for Scotland supporting development of digital literacy skills.

	<b>Completion of all mandatory health and safety online courses prior to practice placement is essential.</b>
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## NU1303

<b>Module number</b>	NU1303
<b>Module title and credits</b>	Sciences 1 (30 SCQF credits)
<b>When delivered</b>	Semester 1, Stage 1
<b>Module co-ordinator/contact</b>	Donald Todd MC, Keiran Bellis DMC
<b>Module team</b>	Zoi Papadatou, Carol Jackson, Audrey Stephen, Kelly Reid, Andy Lancaster, Stuart Burnett, Helen Widmer
<b>Route/field</b>	All fields BSc Nursing, BSc (Hons) Nursing
<b>Subject strand</b>	Science
<b>Stakeholder contribution</b>	Individuals, and groups, with experience – including lived experience – of the learning associated with the module will be involved in module development and delivery as available/appropriate.
<b>Collaborative learning/practice</b>	Students will consider referral to and collaboration with other disciplines and agencies.
<b>Development of graduate attributes</b>	<p><b>Lifelong learning</b> – Introducing students to the sciences in relation to all fields of nursing across the lifespan emphasising the changing nature of scientific knowledge.</p> <p><b>Research, scholarship and enquiry</b> – Students will develop skills in searching for and using literature and evidence to support understanding of sciences.</p>

	<p><b>Employability and career development –</b>          Sciences form the basis of understanding health conditions, pharmacology and other interventions. Skills for working in teams and groups, and leading where appropriate.</p>
<b>Aims of module</b>	To facilitate the student to develop an understanding of the sciences in relation to all fields of nursing across the lifespan.
<b>Learning outcomes</b>	<p>On completion of this module, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Describe anatomy, physiology and homeostatic mechanisms of human development from conception to old age.</li> <li>2. Demonstrate knowledge of pathophysiological and psychopathological processes.</li> <li>3. Demonstrate knowledge of the key psychosocial sciences across the lifespan.</li> <li>4. Outline the general principles of drug action.</li> <li>5. Explain microbiology in relation to infection prevention and control.</li> </ol>
<b>Associated future nurse standards of proficiency for registered nurses (2018)</b>	<p>Please see mapping document of current programme to the Future Nurse Standards.  <a href="O:\SNM\Validation\Programmes\Approved 2020-2021\Pre-reg Nursing\Final Documents for Use">O:\SNM\Validation\Programmes\Approved 2020-2021\Pre-reg Nursing\Final Documents for Use</a></p>
<b>Formative assessment</b>	Weekly self-directed computer assisted assessment.
<b>Summative assessment</b>	Computer assisted online exam - mix of multiple choice and free text answers.
<b>Mode of delivery</b>	Blended learning approach including: Lectures, tutorials and online learning.

<b>School scholarship /research relevant to subject strand</b>	Links to school core research theme – Person,Family and Community Focused Health and Wellbeing.
<b>Resources</b>	<p>Reading list, study skills, library, module materials, media, online clinical skills resources, Safe Medicate and recorded lectures.</p> <p>Biosciences in Nurse Education (BiNE)/Higher Education Academy (2016) Quality Assurance Framework for Biosciences Education in Nursing as a framework to develop learning outcomes and curriculum content, (Anatomy, Physiology and Homeostatic and Pharmacology sections).</p> <p>Essential Child and Adolescent Mental Health Services (CAMHS) training resource: Module 1: Child, Adolescent and Family Development McGraw-Hill Connect.</p>
<b>Indicative module content from module descriptor</b>	Anatomy, physiology, pathology, pathophysiology, psychopathology, biochemistry, embryology, genetics, cell biology growth and development, homeostasis, microbiology, parasitology. Pharmacology, pharmacokinetics and pharmacodynamics. Social structures, social systems, social class - identity, family structures, diversity. Social Functions - norms and values, social capital, power control and conflict. Psychological and psychiatric perspectives - psychodynamic, behavioural, cognitive, evolutionary, humanistic; ontology; aspects of the mind and behaviour; psychological development across the lifespan; contemporary debates e.g. nature v nurture.

<p><b>Module content</b></p>	<p>The topics to be studied include:</p> <ul style="list-style-type: none"> <li>• anatomy, physiology, pathophysiology, psychopathology, biochemistry, embryology, genetics, cell biology growth and development, homeostasis, microbiology, Microbiome.</li> <li>• pharmacology, pharmacokinetics and pharmacodynamics.</li> <li>• sociology including social structures, social systems, social class – identity, family structures, diversity. Social Functions – norms and values, social capital, power control and conflict.</li> <li>• psychological perspectives - psychodynamic, behavioural, cognitive, evolutionary, humanistic; ontology; aspects of the mind and behaviour; psychological development across the lifespan; contemporary debates e.g. nature v nurture.</li> <li>• human development from pre-conception to death.</li> <li>• the physiological and psychological adaptations in normal childbearing.</li> <li>• childbearing as a Bio-Psycho-Social Process - change, adaptation and emotional wellbeing of women and their families. The physiology of lactation and support for successful breastfeeding. Nursing procedures as detailed in NMC Future Nurse standards</li> </ul>
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## NU1304

<b>Module number</b>	NU1304
<b>Module title and credits</b>	Fundamentals of Nursing Practice
<b>When delivered</b>	Semesters 1, 2 and 3 – Stage 1
<b>Module leader/ contact</b>	Jennifer Cowie MC
<b>Module team</b>	Andy Lancaster, Claire Morphy
<b>Route/field</b>	All fields BSc Nursing, BSc (Hons) Nursing
<b>Subject strand</b>	Practice Learning
<b>Stakeholder contribution</b>	<p>Practice learning supports an immersive learning experience where students will have the opportunity to deliver care for individuals, families and communities accessing health and social care services in a range of contexts.</p> <p>Stakeholders, including service users and service providers will contribute to the learning by, for example, providing feedback during the learning experience on performance, communication and relationship management.</p>
<b>Collaborative learning/practice</b>	Practice learning will provide the opportunity for students to engage with a range of professionals, from many associated health and social care professions, in a range of contexts.
<b>Development of graduate attributes</b>	<p><b>Lifelong learning</b> – Introducing the students to the delivery of Person and Family Centred Care across various practice environments across the life span.</p> <p><b>Research, scholarship and enquiry</b> – Students will develop skills in application of evidence-based practice.</p>

	<p><b>Communication- and information literacy</b> – Practice placement experience will develop students’ abilities to communicate effectively with colleagues and service users through various modes and resources.</p> <p><b>Ethical, social and professional understanding</b> - Students’ will develop professional attitudes and values across a range of practice learning environments. Practice learning environments and practice supervisor’s role modelling within legal, national and governing bodies.</p> <p><b>Collaboration, teamwork and leadership</b> – Students will collaborate with service users, colleagues and other disciplines.</p> <p><b>Employability and career development</b> – Introduction to key role nurses play in improving and maintaining health and wellbeing across the life span.</p>
<p><b>Aims of module</b></p>	<p>To enable the student to develop confidence in meeting Nursing and Midwifery Council (NMC) core proficiency outcome statements through guided participation in care.</p>
<p><b>Learning outcomes</b></p>	<p>On completion of this module, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate a positive attitude to their own learning and the ability to participate in care with guidance from Practice Supervisor(s).</li> <li>2. Demonstrate achievement of the NMC core proficiency outcomes, as identified within the Practice Assessment Documentation (PAD), to meet progression criteria for entry to Part 2 of the programme.</li> </ol>

	<p>3. Demonstrate professional attitudes and values across a range of practice learning environments.</p> <p>4. Safely demonstrate a range of communication and relationship management skills in a compassionate, person-centred manner.</p> <p>5. Safely demonstrate a range of nursing procedures to provide compassionate, evidence-based, person-centred care.</p>
<b>Associated future nurse standards of proficiency for registered nurses (2018)</b>	<p>Please see mapping document of current programme to the Future Nurse Standards.</p> <p><a href="O:\SNM\Validation\Programmes\Approved 2020-2021\Pre-reg Nursing\Final Documents for Use">O:\SNM\Validation\Programmes\Approved 2020-2021\Pre-reg Nursing\Final Documents for Use</a></p>
<b>Formative assessment</b>	<p>Interim Feedback Meeting with feedback from Practice Supervisor and/or Assessor. In addition to feedback from service users and carers.</p>
<b>Summative assessment</b>	<p>Practice Assessment Documentation – Final Assessment: End of Practice Learning Experience.</p> <p>The Practice Assessor in collaboration with the Academic Assessor will undertake an assessment of student’s ability to demonstrating developing confidence and performance against the seven platforms, communication and relationship skills and nursing procedures.</p> <p>Completion of Practice Assessment Document stage 1.</p>
<b>Mode of delivery</b>	<p>Practice learning experiences in a variety of health and social care environments or online that meet the requirements for student supervision and assessment (2018) and Quality Standards for Practice Placements (NES 2008).</p>

	<p>This nursing practice module is achieved over two practice learning experiences at 40 hours per week and two alternative practice learning experiences. The Alternative PLEs will be online and involving volunteer patients, group and individual activities.</p> <p>Actual Placement hours for professional, statutory or regulatory body 787.5.</p>
<p><b>School scholarship /research relevant to subject strand</b></p>	<p>Links to school core research theme – Person, Family and Community Focused Health and Wellbeing and Organisation and Delivery of Health and Social Care/Services.</p>
<p><b>Resources</b></p>	<p>DELVES-YATES, C., eds., 2018. <i>Essentials of nursing practice</i>. 2nd ed. London: Sage.</p> <p>DOUGHERTY, L. and LISTER, S. eds., 2015. <i>The Royal Marsden Hospital manual of clinical nursing procedures</i>. (Student Edition). 9th ed. London: Blackwell Science.</p> <p>NURSING AND MIDWIFERY COUNCIL (NMC), 2018. <i>Future nurse: Standards of proficiency for registered nurses</i>. London: NMC.</p> <p>NURSING AND MIDWIFERY COUNCIL (NMC), 2018. <i>Realising professionalism: Standards for education and training Part 2: Standards for student supervision and assessment</i>. London: NMC.</p> <p>PRICE, J. and MCALINDEN, O., eds, 2017. <i>Essentials of nursing children and young people</i>. London: Sage.</p> <p>WRIGHT, K. and MCKEOWN, M., eds., 2018. <i>Essentials of mental health nursing</i>. London: Sage.</p>

<p><b>Indicative module content from module descriptor</b></p>	<p>The NMC core outcome statements for Part 1 which are grouped under 7 platforms: being an accountable professional; promoting health and preventing ill health; assessing needs and planning care; providing and evaluating care; leading and managing nursing care and working in teams; improving safety and quality of care; and coordinating care. NMC Future Nurse Annexe A: communication and relationship skills and Annexe B: Nursing procedures.</p>
<p><b>Module content</b></p>	<p>This is a practice learning module which will facilitate student learning, teaching and assessment within a range of health and social care contexts. In stage one practice learning allocation a core approach will be taken meaning students will have exposure to learning experiences across all fields of nursing supporting individuals, families and communities experiencing a range of mental, physical, cognitive or behavioural health challenges. This approach will support students in developing the knowledge and skills necessary to support the holistic care needs of the people they encounter in their practice.</p> <p>Student learning, and assessment will be underpinned by:</p> <p>The NMC 7 platforms: being an accountable professional; promoting health and preventing ill health; assessing needs and planning care; providing and evaluating care; leading and managing nursing care and working in teams; improving safety and quality of care; and coordinating care.</p> <p>Students will need to evidence achievement of the standards associated with platforms at a dependent level.</p>

	<p>Students will have the opportunity to evidence achievement of the skills and procedures associated with the NMC Future Nurse Annexe A: communication and relationship skills and Annexe B: Nursing procedures.</p> <p>Practice learning will provide students with the opportunity to gain experience, and exposure to a range of environments and settings and students will use this opportunity to evidence, by the end of their programme, experience of general and specialist medicine, general and specialist surgery, childcare and paediatrics, maternity care, mental health and psychiatry, care of the old and geriatric and home nursing.</p> <p>This is to ensure students achieve DIRECTIVE 2005/36/EC (as amended by Directive 2013/55/EU) in relation to nurses responsible for general care. Although not a requirement for Mental Health and CYP students, they should be encouraged to access additional learning experiences and evidence care across the lifespan and across the fields of practice.</p>
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## **STAGE 2**

## NU2301

<b>Module number</b>	NU2301
<b>Module title and credits</b>	Promoting Health (30 SCQF credits)
<b>When delivered</b>	Semester 2, Stage 2
<b>Module co-ordinator/contact</b>	Sarah Riddell MC, Fiona Work DMC
<b>Module team</b>	Claire Morphy, Keiran Bellis, Pauline Donaldson and new MH Lecturer.
<b>Route/field</b>	All fields BSc Nursing, BSc (Hons) Nursing
<b>Subject strand</b>	Health
<b>Stakeholder contribution</b>	Use of Virtual Community – content of virtual community developed in partnership with key stakeholders.
<b>Collaborative learning/practice</b>	Consideration of other disciplines and agencies involved in public health.
<b>Development of graduate attributes</b>	<p><b>Lifelong learning</b> – Introduction to social influences on mental, physical and behavioural health outcomes. Impact of lifestyle.</p> <p><b>Research, scholarship and enquiry</b> – Use of literature, research and policy to provide evidence-base promotion and maintenance of health and wellbeing.</p> <p><b>Employability and career development</b> – Exploration of a range of models and approaches to behaviour change strategies and improving health literacy of people and communities.</p>



	<p><b>Global citizenship</b> – Tutorials and discussions in this module include International models of promotion of health and wellbeing and global health challenges.</p> <p><b>Communication and information literacy</b> – Developing students’ abilities to write academic essay or academic oral presentation skills using an evidence base.</p> <p><b>Ethical, social and professional understanding</b> – Developing students’ application of knowledge in health inequalities.</p> <p><b>Personal and intellectual autonomy</b> – Developing students’ application of knowledge and thinking independently.</p> <p><b>Collaboration, teamwork and leadership</b> – Students will collaborate with each other in module group work. Consideration of other disciplines and agencies involved in public health.</p>
<p><b>Mapping to JISC digital framework</b></p>	<p>Digital proficiency – There is guidance on the Moodle pages. Students will be made aware of how to ask for help with regards to digital issues. The library also undertakes a session on how to navigate the library services electronically. Students will be able to download and upload documents on Moodle pages and be able to use digital tools to make learning time more efficient.</p> <p>Information literacy - students will learn how to store information and find and use research to inform practice. Students are reminded to use digital data and social media responsibly as per the NMC Code of Professional Conduct. Students will learn how to reference digital resources and understand copyright and plagiarism rules.</p>

	<p>Digital creation, problem-solving, and innovation – students will learn to use BBCU.</p> <p>Digital communication, collaboration and participation – students will be made aware of digital communication etiquette in different spaces.</p> <p>Digital learning and development – students will be exposed to different digital learning resources within the module. The module team will use Moodle analytics to monitor student engagement and support where required. Students will be encouraged to work collaboratively within discussion forums.</p> <p>Digital identity and well-being – students will be reminded to attend to digital reputation when posting and communicating online.</p>
<b>Aims of module</b>	<p>To facilitate the student to apply understanding of improving and maintaining the mental, physical and behavioural health and well-being of people, families, communities and populations.</p>
<b>Learning outcomes</b>	<p>On completion of this module, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Discuss social influences on mental, physical and behavioural health outcomes.</li> <li>2. Explore a range of models and approaches to behaviour change.</li> <li>3. Discuss strategies to improve health literacy of people, families, communities and populations.</li> <li>4. Describe health screening and immunisation programmes.</li> <li>5. Utilise a range of sources of evidence for health and wellbeing improvement.</li> </ol>

<b>Associated future nurse standards of proficiency for registered nurses (2018)</b>	Please see mapping document of current programme to the Future Nurse Standards. <a href="O:\SNM\Validation\Programmes\Approved 2020-2021\Pre-reg Nursing\Final Documents for Use">O:\SNM\Validation\Programmes\Approved 2020-2021\Pre-reg Nursing\Final Documents for Use</a>
<b>Formative assessment</b>	Groupwork enabling them to develop an individual peer reviewed presentation with feedback.
<b>Summative assessment</b>	Student Choice: Written Essay or recorded audio-visual presentation (20 minutes).
<b>Mode of delivery</b>	Blended learning approach including: lectures, tutorials, online learning, virtual community.
<b>School scholarship /research relevant to subject strand</b>	Links to both school core research themes – Person, Family and Community Focused Health and Wellbeing and Organisation and Delivery of Health and Social Care/Services.
<b>Resources</b>	Reading list, Study skills, Library, module materials, media, online learning, podcasts, recorded lectures, discussion forum, virtual community. NAIDOO, J. and WILLS, J., 2016. <i>Foundations for health promotion</i> . 4th ed. London: Elsevier. Health Intelligence, NHS Grampian: <a href="https://www.hi-netgrampian.org/people-networks/public-health-directorate/">https://www.hi-netgrampian.org/people-networks/public-health-directorate/</a> SCOTTISH GOVERNMENT, 2018. <i>Public health priorities for Scotland to inform curriculum developments</i> . Edinburgh: Scottish Government. Range of resources available: <a href="https://www.nes.scot.nhs.uk/media/0mxcjjko/nesd0886-hai-resource-leaflet-2019-final.pdf">https://www.nes.scot.nhs.uk/media/0mxcjjko/nesd0886-hai-resource-leaflet-2019-final.pdf</a>

	<p>Health Scotland eLearning module:  <a href="https://elearning.healthscotland.com/course/index.php?categoryid=104">https://elearning.healthscotland.com/course/index.php?categoryid=104</a></p> <p>The Scottish Learning Disabilities (LD) Nurse Education Network.</p> <p>Minimum Standards Paper.</p> <p>NES, 2019. <i>Mental Health Improvement and Suicide Prevention Framework</i>:  <a href="https://learn.nes.nhs.scot/17100/mental-health-improvement-and-prevention-of-self-harm-and-suicide/mental-health-improvement-and-suicide-prevention-framework">https://learn.nes.nhs.scot/17100/mental-health-improvement-and-prevention-of-self-harm-and-suicide/mental-health-improvement-and-suicide-prevention-framework</a></p> <p>Scottish Government (2018) Scotland’s Digital Health and Care Strategy: Enabling Connecting and Empowering. Workforce Capability Domain 4: Workforce development in digital skills and capabilities across the whole health and care sector underpin the successful uptake and use of digital technologies.</p> <p>Advance HE (2017) Digital Literacies:  <a href="https://www.advance-he.ac.uk/knowledge-hub/digital-literacies">https://www.advance-he.ac.uk/knowledge-hub/digital-literacies</a></p>
<p><b>Indicative module content from module descriptor</b></p>	<p>International, national and local models and approaches to health and well-being improvement. Health promotion, including physical health and mental health across the lifespan Global health challenges, herd immunity, infant nutrition, key policies and legislation, digital literacy and technology, behavioural change models, including health education, strengths-based approach, self-care, resilience, adverse childhood experiences, social prescribing, learning disabilities, dementia.</p>

<p><b>Module content</b></p>	<p>The topics to be studied include:</p> <ul style="list-style-type: none"> <li>• international, national and local models and approaches to health and well-being improvement including key policies and legislation, preventative medicine.</li> <li>• health promotion, behavioural change models, strengths-based approaches, health education and social prescribing across the life span and in a range of clinical settings considering all fields of nursing practice.</li> <li>• global health challenges, herd immunity.</li> <li>• digital literacy and technology, provision of information in accessible ways.</li> <li>• self-care, resilience.</li> <li>• adverse childhood experiences and the possible impact on mental, physical and behavioural health and wellbeing.</li> <li>• understand discriminatory behaviour.</li> <li>• understanding of co-morbidities across the life span including older adults.</li> <li>• recognise and respond to signs of all forms of abuse.</li> <li>• wellbeing of families with new child, including childcare, paediatric wellbeing and infant nutrition.</li> <li>• dementia – impact on individual, family and carers, role of community, identity and belonging.</li> </ul> <p>The module content will meet learning outcome 3 from the Scottish Learning Disabilities (LD) Nurse Education Network Minimum Standards Paper:</p> <ul style="list-style-type: none"> <li>• Recognise the importance of person and family centred care, strengths and asset-based approaches in promoting health equality for people with learning disabilities.</li> </ul>
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## NU2302

<b>Module number</b>	NU2302
<b>Module title and credits</b>	Nursing Care-Decision Making (30 SCQF credits)
<b>When delivered</b>	Semester 1, Stage 2
<b>Module co-ordinator/contact</b>	Natalie McDonald MC, Andy Lancaster DMC,
<b>Module team</b>	Gill Fenwick, Zoi Papadatou, Kira Milne, Stuart Burnett, Katrina Whittingham.
<b>Route/field</b>	All fields BSc Nursing, BSc (Hons) Nursing
<b>Subject strand</b>	Nursing
<b>Stakeholder contribution</b>	<p>Volunteer patients will contribute to the learning, especially in relation to communication and relationship management. Volunteer patients will provide the students with feedback during these learning experiences.</p> <p>Practitioners and practice educators, from practice learning experiences, will contribute to the module development and delivery.</p>
<b>Collaborative learning/practice</b>	Students will learn to plan and deliver collaborative care across the lifespan.
<b>Development of graduate attributes</b>	<p><b>Lifelong learning</b> – Introduction to key concepts, models and therapeutic approaches that form the basis of contemporary nursing care across the lifespan.</p> <p><b>Research, scholarship and enquiry</b> – Searching for and using literature to support evidence-based nursing care.</p>

	<p><b>Employability and career development</b>  – Introduction to key communication and management skill, nursing procedures and commonly encountered devices.</p> <p><b>Communication and information literacy</b>  –Developing students’ abilities to communicate effectively with colleagues using a variety of media.</p> <p><b>Ethical, social and professional understanding</b> – Developing students’ awareness of person and family centred care.</p> <p><b>Collaboration, teamwork and leadership</b> – Students will collaborate with each other in module group work and will begin to consider referral to and collaboration with other disciplinesand agencies.</p>
<p><b>Mapping to JISC digital framework</b></p>	<p>Digital proficiency –There is guidance on the Moodle pages. Students will be made aware of how to ask for help with regards to digital issues. The library also undertakes a session on how to navigate the library services electronically. Students will be able to download and upload documents on Moodle pages and be able to use digital tools to makelearning time more efficient.</p> <p>Information literacy - students will learn how to store information and find and use researchto inform practice. Students are reminded to use digital data and social media responsibly as per the NMC Code of Professional Conduct.Students will learn how to reference digital resources and understand copyright and plagiarism rules.</p> <p>Digital creation, problem-solving, and innovation – students will learn to use BBCU.</p>

	<p>Digital communication, collaboration and participation – students will be made aware of digital communication etiquette in different spaces.</p> <p>Digital learning and development – students will be exposed to different digital learning resources within the module. The module team will use Moodle analytics to monitor student engagement and support where required. Students will be encouraged to work collaboratively within discussion forums.</p> <p>Digital identity and well-being – students will be reminded to attend to digital reputation when posting and communicating online.</p>
<b>Aims of module</b>	<p>To enable the student to plan and deliver collaborative care across the lifespan. To enable the student to further develop their communication and relationship management skills and ability to safely undertake nursing procedures.</p>
<b>Learning outcomes</b>	<p>On completion of this module, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Appraise priorities of care for prevalent physical, mental, behavioural and cognitive health conditions.</li> <li>2. Demonstrate a systematic approach to the planning and delivery of collaborative care.</li> <li>3. Demonstrate knowledge on how to assess a person's capacity to make decisions about their care and to give or withhold consent.</li> <li>4. Recognise the significance of the research process in provision of contemporary nursing care.</li> </ol>



	5. Demonstrate a range of communication skills and nursing procedures in a simulated environment.
<b>Associated future nurse standards of proficiency for registered nurses (2018)</b>	Please see mapping document of current programme to the Future Nurse Standards. <a href="O:\SNM\Validation\Programmes\Approved 2020-2021\Pre-reg Nursing\Final Documents for Use">O:\SNM\Validation\Programmes\Approved 2020-2021\Pre-reg Nursing\Final Documents for Use</a>
<b>Formative assessment</b>	Module team to develop and share.
<b>Summative assessment</b>	Component 1: Recorded Audio File Assessment using case studies provided in the module.  Component 2: Health Numeracy online exam 100% Pass which is an NMC requirement.
<b>Mode of delivery</b>	Blended learning approach including: lectures, seminars, tutorials, simulated skills, online learning.
<b>School scholarship /research relevant to subject strand</b>	Links to both school core research themes – Person, Family and Community Focused Health and Wellbeing and Organisation and Delivery of Health and Social Care/Services.
<b>Resources</b>	Reading list, Study skills, Library, module materials, media, online clinical skills resources, Safe Medicate and recorded lectures.  NES Promoting Excellence in Dementia Framework.  The Scottish Learning Disabilities (LD) Nurse Education Network Minimum Standards Paper.

	<p>NHS Education for Scotland (2017) Palliative and end of life care: Enriching and Improving Experience (A framework to support the learning and development needs of the health and social service workforce in Scotland).</p> <p>NES Essential Child and Adolescent Mental Health Services (CAMHS) training resource: Module 3: Mental Health of Children and Young People.</p> <p>NES (2019) Mental Health Improvement and Suicide Prevention Framework:  <a href="https://learn.nes.nhs.scot/17100/mental-health-improvement-and-prevention-of-self-harm-and-suicide/mental-health-improvement-and-suicide-prevention-framework">https://learn.nes.nhs.scot/17100/mental-health-improvement-and-prevention-of-self-harm-and-suicide/mental-health-improvement-and-suicide-prevention-framework</a></p> <p>NES (2017) Transforming Psychological Trauma: A Knowledge and Skills Framework for the Scottish Workforce.</p> <p>NES (2018) The Scottish Psychological Trauma and Adversity Training Plan.</p>
<p><b>Indicative module content from module descriptors</b></p>	<p>Current legislative frameworks, national strategies and policies. Understanding research in nursing. Person and family centred care in range of contexts across the lifespan.</p> <p>Assessment. Planning, implementation and evaluation of care. Documentation.</p> <p>Professionalism and accountability. Technology assisted care. Numeracy in nursing. Ethical principles. Risk management. Trauma informed practice, suicide prevention, reasonable adjustments, learning disabilities and autism spectrum, dementia, collaborative working.</p>

	<p>Proficiencies, communication and relationship management skills and nursing procedures as detailed in NMC Future Nurse standards. General and specialist medicine and surgery. Preparation for Practice Learning.</p>
<p><b>Module content</b></p>	<p>The topics to be studied include:</p> <ul style="list-style-type: none"> <li>• current legislative frameworks, national strategies and policies as applied to nursing.</li> <li>• principles of research and understanding research in relation to nursing practice.</li> <li>• person and family centred care.</li> <li>• Nursing process including assessment approaches, planning, implementation and evaluation of care in a range of clinical settings considering all fields of practice and supporting a range of individuals across the life span.</li> <li>• Documentation, administration, professionalism and accountability.</li> <li>• privacy and dignity, ethics and ethical principles.</li> <li>• technology assisted care.</li> <li>• numeracy in nursing.</li> <li>• risk management.</li> <li>• Trauma informed practice.</li> <li>• suicide prevention, reasonable adjustments, learning disabilities and autism spectrum, dementia, collaborative working.</li> <li>• Peplau's – interpersonal theory. Developing, maintaining and ending relationships. Roger's Core conditions – empathy, unconditional positive regard, congruence (genuineness).</li> </ul>

Proficiencies, communication and relationship management skills and nursing procedures as detailed in NMC Future Nurse standards including:

- symptoms and signs of deterioration and sepsis.
- venepuncture and cannulation and blood sampling, interpretation of normal and common abnormal blood profiles and venous blood gases.
- respiratory assessment and support, oxygen therapy and airway management (tracheostomy).
- set up and manage routine electrocardiogram (ECG) investigations and interpret normal and commonly encountered abnormal traces.
- manage intravenous infusion devices.
- undertake chest auscultation and interpret findings.
- recognise and manage anaphylaxis.
- pain management – including in dementia and learning disabilities.
- insert, manage and remove oral/nasal/gastric tubes, naso and oral suctioning.
- catheterisation.
- stoma care.
- care of the dying.
- assess a person's capacity to make decisions about their own care and to give or withhold consent.
- identify and develop skills, knowledge and approaches appropriate to working with
- individuals experiencing anxiety, mental distress, recognise sensory distress.

- ankle brachial pulse index.
- recognise, assess and develop skills, knowledge and approaches appropriate to working with individuals experiencing signs of self-harm and/or suicidal ideation.
- recognise, assess and manage behavioural distress-based needs, recognise, assess and manage signs of mental and emotional distress including agitation, aggression and challenging behaviour.
- Delirium across lifespan.

In addition to those listed above, teaching and learning in relation to the associated Future Nurse Standard of Proficiency for Registered Nurses mapped to this module will be facilitated. These will be considered across a range of clinical settings including all fields of practice and across the lifespan including children, young people, adults and older adults.

The module content will meet learning outcomes 4 and 6 from the Scottish Learning Disabilities (LD) Nurse Education Network Minimum Standards Paper:

- Describe common physical health, mental health and well-being issues that may be experienced by people with learning disabilities, including recognising when people may be experiencing ill health and identifying when people may be experiencing pain.
- Examine the principles and provisions of legislation to protect and improve the experiences for people with learning disabilities, including making reasonable adjustments.

	<p>Preparation for Practice – including mandatory and statutory training requirements. Many of the e-learning modules are accessed using the TURAS platform developed by NHS Education for Scotland supporting development of digital literacy skills.</p>
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## NU2303

<b>Module number</b>	NU2303
<b>Module title and credits</b>	Sciences 2 (30 SCQF credits)
<b>When delivered</b>	Semester 1, Stage 2
<b>Module co-ordinator/contact</b>	Richard Leece MC, Dan Warrender DMC
<b>Module team</b>	Debbie Banks, Jennifer Elliott, John Clarke, Jane McBey, Carol Jackson, Jill Robertson
<b>Route/field</b>	All fields BSc Nursing, BSc (Hons) Nursing
<b>Subject strand</b>	Science
<b>Stakeholder contribution</b>	Individuals, and groups, with experience – including lived experience – of the learning associated with the module will be involved in module development and delivery as available/appropriate.
<b>Collaborative learning/practice</b>	Students will consider referral to and collaboration with other disciplines and agencies as appropriate for the module content.
<b>Development of graduate attributes</b>	<p><b>Lifelong learning</b> – Facilitating students to apply knowledge of the sciences in relation to all fields of nursing across the lifespan emphasising the changing nature of scientific knowledge.</p> <p><b>Research, scholarship and enquiry</b> – Students will apply skills in searching for and using literature and evidence to support understanding of sciences.</p>

	<p><b>Employability and career development –</b> Sciences form the basis of understanding health conditions, pharmacology and other interventions.</p> <p><b>Ethical, social and professional understanding –</b> Understanding prevalent healthcare conditions in vulnerable populations.</p>
<p><b>Aims of module</b></p>	<p>To enable the student to apply understanding of the sciences in relation to all fields of nursing across the lifespan.</p>
<p><b>Learning outcomes</b></p>	<p>On completion of this module, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the epidemiology and aetiology of prevalent physical, mental, behavioural and cognitive health conditions across the lifespan.</li> <li>2. Identify the pathophysiology, psychopathology and related clinical features of prevalent physical, mental, behavioural and cognitive health conditions across the lifespan.</li> <li>3. Apply knowledge of pharmacological, physical and psychological interventions in the management of prevalent physical, mental, behavioural and cognitive health conditions across the lifespan.</li> <li>4. Relate genetics to prevalent physical, mental, behavioural and cognitive health conditions across the lifespan.</li> <li>5. Explain the impact of prevalent physical, mental, behavioural and cognitive health conditions on individual and their families.</li> </ol>



<b>Associated future nurse standards of proficiency for registered nurses (2018)</b>	Please see mapping document of current programme to the Future Nurse Standards. <a href="O:\SNM\Validation\Programmes\Approved 2020-2021\Pre-reg Nursing\Final Documents for Use">O:\SNM\Validation\Programmes\Approved 2020-2021\Pre-reg Nursing\Final Documents for Use</a>
<b>Formative assessment</b>	Online computer aided assessment - quiz self-marking.
<b>Summative assessment</b>	Open Book Online Exam.
<b>Mode of delivery</b>	Blended learning approach including: Lectures, tutorials and online learning.
<b>School scholarship /research relevant to subject strand</b>	Links to school core research theme – Person, Family and Community Focused Health and Wellbeing.
<b>Resources</b>	<p>Reading list, Study skills, Library, module materials, media, online clinical skills resources, Safe Medicate™ and recorded lectures.</p> <p>Biosciences in Nurse Education (BiNE)/Higher Education Academy (2016) Quality Assurance Framework for Biosciences Education in Nursing as a framework to develop learning outcomes and curriculum content, (Anatomy, Physiology and Homeostatic and Pharmacology sections): <a href="https://bcuassets.blob.core.windows.net/docs/bi ne-biosciences- qa-framework-b-qaf-131129723478738752.pdf">https://bcuassets.blob.core.windows.net/docs/bi ne-biosciences- qa-framework-b-qaf-131129723478738752.pdf</a></p> <p>Scottish Burden of Disease Study 2016: <a href="https://www.scotpho.org.uk/comparative-health/burden-of-disease/overview">https://www.scotpho.org.uk/comparative-health/burden-of-disease/overview</a></p>

	<p>National Records of Scotland Leading Causes of Death 2018:  <a href="https://www.nrscotland.gov.uk/statistics-and-data/statistics/scotlands-facts/leading-causes-of-death-in-scotland">https://www.nrscotland.gov.uk/statistics-and-data/statistics/scotlands-facts/leading-causes-of-death-in-scotland</a></p> <p>McGraw-Hill Connect.</p> <p>Patient Stories  <a href="https://www.patientstories.org.uk/">https://www.patientstories.org.uk/</a></p>
<p><b>Indicative module content from module descriptor</b></p>	<p>Epidemiology, aetiology, pathology, pathophysiology, psychopathology, anatomy, physiology, pharmacology, polypharmacy, virology, bacteriology, parasitology immunology, biophysics, biochemistry and radiology genetics, classification systems, Impact of health conditions and treatments on individuals and their families. Impact of Social Structures, Social Systems, Social Class. Social Functions.</p> <p>Psychological and psychiatric perspectives - aetiology, diagnosis and treatment of a range of health conditions across the lifespan; contemporary debates e.g. reductionism v's holism; nomothetic v's idiopathic.</p>
<p><b>Module content</b></p>	<p>The topics to be studied include:</p> <p>epidemiology, aetiology, pathophysiology, psychopathology, anatomy, physiology, biophysics, biochemistry and radiology pharmacology, polypharmacy, bacteriology, virology, parasitology, immunology, genetics, classification systems, pain, anaphylaxis</p> <p>impact of health conditions and treatments on individuals and their families.</p>

	<p>sociology - impact of Social Structures, Social Systems, Social Class. Social Functions.</p> <p>psychological perspectives – aetiology, diagnosis and treatment of a range of health conditions across the lifespan; contemporary debates e.g. reductionism v's holism; nomothetic v's idiopathic.</p>
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NU2304

<b>Module number</b>	NU2304
<b>Module title and credits</b>	Developing Nursing Practice
<b>When delivered</b>	Semesters 1, 2 and 3 – Stage 2
<b>Module co-ordinator/contact</b>	Gill Fenwick MC
<b>Module team</b>	Cameron Smith, Natalie McDonald
<b>Route/field</b>	All fields BSc Nursing, BSc (Hons) Nursing
<b>Subject strand</b>	Practice Learning
<b>Stakeholder contribution</b>	<p>Practice learning supports an immersive learning experience where students will have the opportunity to deliver care for individuals, families and communities accessing health and social care services in a range of contexts.</p> <p>Stakeholders, including service users and service providers will contribute to the learning by, for example, providing feedback during the learning experience on performance, communication and relationship management.</p>
<b>Collaborative learning/practice</b>	Practice learning will provide the opportunity for students to engage with a range of professionals, from many associated health and social care professions, in a range of contexts.
<b>Development of graduate attributes</b>	<p><b>Lifelong learning</b> – Developing independence in the delivery of Person and Family Centred Care across various practice environments across the life span.</p> <p><b>Research, scholarship and enquiry</b> – Students will develop skills in application of evidence-based practice.</p>

	<p><b>Communication and information literacy</b> – Practice placement experience will develop students’ independence in the abilities to communicate effectively with colleagues and service users through various modes and resources.</p> <p><b>Ethical, social and professional understanding</b> - Students will develop independence in the professional attitudes and values across a range of practice learning environments. Practice learning environments and practice supervisor’s role modelling within legal, national and governing bodies.</p> <p><b>Collaboration, teamwork and leadership</b> – Students will be developing independence in the collaborate with service users, colleagues and other disciplines.</p> <p><b>Employability and career development</b> – Introduction to key role nurses play in improving and maintaining health and wellbeing across the life span.</p>
<p><b>Aims of module</b></p>	<p>To enable the student to develop independence in meeting Nursing and Midwifery Council (NMC) core proficiency outcome statements with guidance and support.</p>
<p><b>Learning outcomes</b></p>	<p>On completion of this module, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate the ability to work independently with guidance and support from Practice Supervisor(s) and maximises opportunities to extend knowledge.</li> <li>2. Demonstrate achievement of the NMC core proficiency outcomes, as identified within the Practice Assessment Documentation (PAD), to meet progression criteria for</li> </ol>

	<p>entry to Part 3 of the programme.</p> <p>3. Demonstrate an understanding of professional roles and responsibilities across a range of practice learning environments.</p> <p>4. Safely demonstrate a range of communication and relationship management skills in a compassionate, person-centred manner.</p> <p>5. Safely demonstrate a range of nursing procedures to provide compassionate, evidence-based, person-centred care.</p>
<b>Associated future nurse standards of proficiency for registered nurses (2018)</b>	<p>Please see mapping document of current programme to the Future Nurse Standards.  <a href="O:\SNM\Validation\Programmes\Approved 2020- 2021\Pre-reg Nursing\Final Documents for Use">O:\SNM\Validation\Programmes\Approved 2020- 2021\Pre-reg Nursing\Final Documents for Use</a></p>
<b>Formative assessment</b>	<p>Interim Feedback Meeting with feedback from Practice Supervisor and/or Assessor.</p> <p>Feedback from service users and carers.</p> <p>Group work with feedback and peer assessment</p>
<b>Summative assessment</b>	<p>Practice Assessment Documentation – Final Assessment: End of Practice Learning Experience.</p> <p>The Practice Assessor in collaboration with the Academic Assessor will undertake an assessment of student’s ability to demonstrating developing confidence and performance against the seven platforms, communication and relationship skills and nursing procedures.</p> <p>Practice Assessor Preparation</p> <p>Online quiz pass (Practice Supervisor) by set date via Turnitin.</p>

<p><b>Mode of delivery</b></p>	<p>Practice learning experiences in a variety of health and social care environments or virtual environments, within the students chosen field that meet the NMC Standards for student supervision and assessment (2018) and Quality Standards for Practice Placements (NES 2008).</p> <p>This is a nursing practice learning module carried out over three practice learning experiences at 40 hours per week and one Alternative PLE online.</p>
<p><b>School scholarship /research relevant to subject strand</b></p>	<p>Links to school core research theme – Person, Family and Community Focused Health and wellbeing. Organisation and Delivery of Health and Social Care/Services.</p>
<p><b>Resources</b></p>	<p>DELVES-YATES, C., eds., 2018. <i>Essentials of nursing practice</i>. 2nd ed. London: Sage.</p> <p>DOUGHERTY, L. and LISTER, S. eds., 2015. <i>The Royal Marsden Hospital manual of clinical nursing procedures</i>. (Student Edition). 9th ed. London: Blackwell Science.</p> <p>NURSING AND MIDWIFERY COUNCIL (NMC), 2018. <i>Future nurse: Standards of proficiency for registered nurses</i>. London: NMC.</p> <p>NURSING AND MIDWIFERY COUNCIL (NMC), 2018. <i>Realising professionalism: Standards for education and training Part 2: Standards for student supervision and assessment</i>. London: NMC.</p> <p>PRICE, J. and MCALINDEN, O., eds, 2017. <i>Essentials of nursing children and young people</i>. London: Sage.</p> <p>WRIGHT, K. and MCKEOWN, M., eds., 2018. <i>Essentials of mental health nursing</i>. London: Sage.</p>

<p><b>Indicative module content from module descriptor</b></p>	<p>The NMC core outcome statements for Part 2 which are grouped under 7 platforms: being an accountable professional; promoting health and preventing ill health; assessing needs and planning care; providing and evaluating care; leading and managing nursing care and working in teams; improving safety and quality of care; and coordinating care. NMC Future Nurse Annexe A: communication and relationship skills and Annexe B: Nursing procedures.</p>
<p><b>Module content</b></p>	<p>This is a practice learning module which will facilitate student learning, teaching and assessment within a range of health and social care contexts. This approach will support students in developing the knowledge and skills necessary to support the holistic care needs of the people they encounter in their practice.</p> <p>Student learning, and assessment will be underpinned by:</p> <p>The NMC 7 platforms: being an accountable professional; promoting health and preventing ill health; assessing needs and planning care; providing and evaluating care; leading and managing nursing care and working in teams; improving safety and quality of care; and coordinating care.</p> <p>Students will need to evidence achievement of the standards associated with platforms at a developing independence level.</p> <p>Students will have the opportunity to evidence achievement of the skills and procedures associated with the NMC Future Nurse Annexe A: communication and relationship skills and Annexe B: Nursing procedures.</p>



	<p>Practice learning will provide students with the opportunity to gain experience, and exposure to a range of environments and settings and students will use this opportunity to evidence, by the end of their programme, experience of general and specialist medicine, general and specialist surgery, childcare and paediatrics, maternity care, mental health and psychiatry, care of the old and geriatric and home nursing. This is to ensure students achieve DIRECTIVE 2005/36/EC (as amended by Directive 2013/55/EU) in relation to nurses responsible for general care. Although not an EU requirement for Children and Young People and Mental Health students it is a programme requirement.</p>
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## **STAGE 3**

## NU3306

<b>Module number</b>	NU3306
<b>Module title and credits</b>	Society, Health and Wellbeing in Adult Nursing(30 SCQF credits)
<b>When delivered</b>	Stage 3, Semester 2
<b>Module co-ordinator/ contact</b>	Fiona Baguley MC, Siew Lee DMC.
<b>Module team</b>	Audrey Stephen, Jennifer Elliott, Zoi Papadatou, Yvonne Nicolson.
<b>Route/field</b>	BSc Nursing (Adult), BSc (Hons) Nursing (Adult), BSc (Hons) Nursing (Adult and Children and Young People) BSc (Hons) Nursing (Adult and Mental Health).
<b>Subject strand</b>	Health
<b>Stakeholder contribution</b>	Case studies, use of virtual community, public participation. Case studies and the virtual community will be developed in collaboration with key stakeholders.
<b>Collaborative learning/practice</b>	Students would focus on a multi-agency approach and seek public participation where relevant.
<b>Development of graduate attributes</b>	<p><b>Lifelong learning</b> – This module will give a wider holistic perspective of health and wellbeing in relation to adults within populations.</p> <p><b>Research, scholarship and enquiry</b> – The assignment for this module includes the development of a project in relation to adult health and wellbeing.</p> <p><b>Employability and career development</b> This module will encourage the analysis of adult health and wellbeing within society, which is critical for all aspects of adult nursing.</p>

	<p><b>Global citizenship</b> – The module encourages understanding of the local and national context of health in adults in relation to the global health of adults.</p> <p><b>Communication and information literacy</b> – Students are encouraged to develop critical analysis of health and wellbeing in relation to adults in society through tutorial discussions and online interactions.</p> <p><b>Ethical, social and professional understanding</b> – This module explores the ethical, legal and professional considerations of the health and wellbeing of adults and populations.</p> <p><b>Collaboration, teamwork and leadership</b> – Students work together in groups during tutorials to critically explore health and wellbeing in relation to adults in society. Development of the module project may involve collaboration with groups and populations.</p>
<p><b>Mapping to the JISC digital framework</b></p>	<p>There is guidance on the Moodle pages. Students will be made aware of how to ask for help with regards to digital issues. The library also undertakes a session on how to navigate the library services electronically. Students will be able to download and upload documents on Moodle pages and be able to use digital tools to make learning time more efficient.</p> <p>Information literacy - students will learn how to store information and find and use research to inform practice. Students are reminded to use digital data and social media responsibly as per the NMC Code. Students will learn how to reference digital resources and understand copyright and plagiarism rules.</p>

	<p>Digital creation, problem-solving, and innovation – students will learn to use BBCU.</p> <p>Digital communication, collaboration and participation – students will be made aware of digital communication etiquette in different spaces.</p> <p>Digital learning and development – students will be exposed to different digital learning resources within the module. The module team will use Moodle analytics to monitor student engagement and support where required. Students will be encouraged to work collaboratively within discussion forums.</p> <p>Digital identity and well-being – students will be reminded to attend to digital reputation when posting and communicating online.</p>
<b>Module aims</b>	<p>To enable the student to develop relevant skills in relation to understanding factors influencing health, health improvement and service delivery for adults within populations.</p>
<b>Learning outcomes</b>	<p>On completion of this module, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Discuss legal and ethical considerations related to health and health care provision for adults.</li> <li>2. Examine relevant local, national and global health policy and drivers in relation to adult health.</li> <li>3. Explore quality improvement strategy in relation to the health of adults within populations.</li> <li>4. Critically apply the theories of inequality in relation to the health outcomes of adults in society.</li> </ol>

	5. Examine health economics related to health and health care provision for adults.
<b>Associated future nurse standards of proficiency for registered nurses (2018)</b>	Please see mapping document of current programme to the Future Nurse Standards. <a href="O:\SNM\Validation\Programmes\Approved 2020-2021\Pre-reg Nursing\Final Documents for Use">O:\SNM\Validation\Programmes\Approved 2020-2021\Pre-reg Nursing\Final Documents for Use</a>
<b>Formative assessment</b>	Range of preparatory activities throughout the module including online activities with feedback
<b>Summative assessment</b>	Component 1: Written Assessment. Component 2: Recorded Audio-visual presentation (10 minutes +/- 10%).
<b>Module delivery</b>	Blended learning approach including tutorials, online learning, virtual community
<b>School scholarship /research relevant to subject strand</b>	This module fits with person/societal health and wellbeing and long- term conditions. Links to both school and core research themes – Person, Family and Community Focused Health and Wellbeing and Organisation and Delivery of Health and Social Care/Services.
<b>Resources</b>	Reading list, Study skills, Library, Module materials, speakers, Media, Online learning, Quizzes, Podcasts, Recorded lectures, Discussion forum, Chat room and Case studies. Health Intelligence NHS Grampian: <a href="https://www.hi-netgrampian.org/people-%20networks/public-health-directorate/">https://www.hi-netgrampian.org/people-%20networks/public-health-directorate/</a> SCOTTISH GOVERNMENT, 2018. <i>Public health priorities for Scotland to inform curriculum developments</i> . Edinburgh: Scottish Government. Range of resources available: <a href="https://www.nes.scot.nhs.uk/media/0mxcjko/nesd0886-hai-resource-leaflet-2019-final.pdf">https://www.nes.scot.nhs.uk/media/0mxcjko/nesd0886-hai-resource-leaflet-2019-final.pdf</a>

	<p>THE SCOTTISH LEARNING DISABILITIES (LD), 2015. <i>Learning disabilities meeting education needs of nursing students</i>. The UK Learning and Intellectual Disability Nursing Academic Network (LIDNAN) and the UK Council of Deans of Health (CoDH).</p> <p>NES (2019) Mental Health Improvement and Suicide Prevention Framework:  <a href="https://learn.nes.nhs.scot/17100/mental-health-improvement-and-prevention-of-self-harm-and-suicide/mental-health-improvement-and-suicide-prevention-framework">https://learn.nes.nhs.scot/17100/mental-health-improvement-and-prevention-of-self-harm-and-suicide/mental-health-improvement-and-suicide-prevention-framework</a></p> <p>SCOTTISH GOVERNMENT 2018 <i>Scotland's Digital Health and Care Strategy: Enabling Connecting and Empowering. Workforce Capability Domain 4: Workforce development in digital skills and capabilities across the whole health and care sector underpin the successful uptake and use of digital technologies</i>. Edinburgh: Scottish Government.</p> <p>SCOTTISH GOVERNMENT, 2019. <i>Public Health Reform - A Scotland where everybody thrives</i>. Edinburgh: Scottish Government.</p> <p>PUBLIC HEALTH SCOTLAND, 2019. <i>Take the right actions</i>. Edinburgh: Public Health Scotland. Available from: <a href="http://www.healthscotland.scot">www.healthscotland.scot</a>.</p> <p>THE EQUITY TRUST, 2019. <i>Equality not unequal growth</i>. London: The Equity Trust. Available from: <a href="https://equalitytrust.org.uk/equality-not-unequal-growth">https://equalitytrust.org.uk/equality-not-unequal-growth</a></p>
<p><b>Mapping to the JISC digital framework</b></p>	<p>There is guidance on the Moodle pages. Students will be made aware of how to ask for help with regards to digital issues. The Library also undertakes a session on how to navigate the library services electronically. Students will be able to download and upload documents on</p>

	<p>Moodle pages and be able to use digital tools to make learning time more efficient.</p> <p>Information literacy - students will learn how to store information and find and use research to inform practice. Students are reminded to use digital data and social media responsibly as per the NMC Code. Students will learn how to reference digital resources and understand copyright and plagiarism rules.</p> <p>Digital creation, problem-solving, and innovation – students will learn to use BBCU.</p> <p>Digital communication, collaboration and participation – students will be made aware of digital communication etiquette in different spaces.</p> <p>Digital learning and development – students will be exposed to different digital learning resources within the module. The module team will use Moodle analytics to monitor student engagement and support where required. Students will be encouraged to work collaboratively within discussion forums.</p> <p>Digital identity and well-being – students will be reminded to attend to digital reputation when posting and communicating online.</p>
<p><b>Indicative module content from module descriptor</b></p>	<p>Policy drivers, ethics, legislation, health service structure, service delivery, prevention, lifestyle, protection, surveillance and monitoring, disease, screening, promotion, education, resilience, society, community, populations, teaching and learning, health literacy, digital literacy, evidence, research, collaborative working, human factors, guidelines, quality improvement, policy, drivers, NMC, culture, empowerment, education, health economics. Responding to crisis and disaster situations.</p>



<p><b>Module content</b></p>	<p>Promoting and preventing ill health through knowledge of epidemiology &amp; demography; determinants of health and ill health; patterns of health and wellbeing in relation to adults nationally and locally.</p> <p>Impact of resilience on life choices - mental physical and behavioural health and wellbeing.</p> <p>Public health priorities nationally and locally.</p> <p>Illness prevention, lifestyle, protection, surveillance and monitoring, disease, screening, promotion, education.</p> <p>Values and norms. Communication/ health literacy.</p> <p>Behaviour change.</p> <p>Professional role, professional standards and regulation.</p> <p>Key policy drivers, ethics, legislation, health service structure, service delivery, resilience, society, community, populations,</p> <p>Education, teaching and learning,</p> <p>Digital literacy, evidence, research, collaborative working, human factors, research, guidelines, quality improvement, policy, drivers, culture, empowerment, education.</p> <p>Health economics.</p> <p>Responding to crisis and disaster situations.</p>
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NU3307

<b>Module number</b>	NU3307
<b>Module title and credits</b>	Society, Health and Wellbeing in Children and Young People's Nursing (30 SCQF credits)
<b>When delivered</b>	Stage 3, Semester 2
<b>Module co-ordinator/contact</b>	Jill Robertson MC
<b>Module team</b>	Isla Fairley, Donald Todd
<b>Route/field</b>	BSc Nursing (Children and Young People), BSc (Hons) Nursing (Children and Young People and Mental Health).
<b>Subject strand</b>	Health
<b>Stakeholder contribution</b>	Local schools and pupils.
<b>Collaborative learning/practice</b>	Exploration of health in relation to Children and Young People and their families some discussion around the input from other members of the multidisciplinary team.
<b>Development of graduate attributes</b>	<p><b>Lifelong learning</b> – This module will give a widerholistic perspective of health and wellbeing in relation to Children, young people and their families.</p> <p><b>Research, scholarship and enquiry</b> – The assignment for this module includes the development of a project in relation to Children and Young People's health and wellbeing.</p> <p><b>Employability and career development</b> This module develops analysis of children and young people's health and wellbeing which is critical for all aspects of children and young people's nursing.</p>

	<p><b>Global citizenship</b> – Some elements of considering the global health of Children and Young People</p> <p><b>Communication and information literacy</b> – Students encouraged to develop critical analysis of health and wellbeing in relation to Children and Young people through tutorial discussions and online interactions.</p> <p><b>Ethical, social and professional understanding</b> – This module explores the ethical, legal and professional considerations of the health and wellbeing of the children and young people's and their family.</p> <p><b>Collaboration, teamwork and leadership</b> – Students work together in groups during tutorials to critically explore health and wellbeing in relation to children and young people. A number of guest speakers from various specialties are invited to deliver a few sessions.</p> <p>Development of the module project will hopefully involve collaboration with local schools and pupils.</p>
<p><b>Mapping to the JISC digital framework</b></p>	<p>There is guidance on the Moodle pages. Students will be made aware of how to ask for help with regards to digital issues. The library also undertakes a session on how to navigate the library services electronically. Students will be able to download and upload documents on Moodle pages and be able to use digital tools to make learning time more efficient. These will be discussed. Information literacy - students will learn how to store information and find and use research to inform practice.</p>

	<p>Students are reminded to use digital data and social media responsibly as per the NMC Code. Students will learn how to reference digital resources and understand copyright and plagiarism rules. Digital creation, problem-solving, and innovation – students will learn to use BBCU.</p> <p>Digital communication, collaboration and participation – students will be made aware of digital communication etiquette in different spaces.</p> <p>Digital learning and development – students will be exposed to different digital learning resources within the module. The module team will use Moodle analytics to monitor student engagement and support where required. Students will be encouraged to work collaboratively within discussion forums.</p> <p>Digital identity and well-being – students will be reminded to attend to digital reputation when posting and communicating online.</p>
<b>Aims</b>	To enable the student to develop relevant skills in relation to understanding factors influencing health, health improvement and service delivery for children and young people.
<b>Learning outcomes</b>	<p>On completion of this module, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Appraise childhood public health priorities in relation to strategies for improving health.</li> <li>2. Evaluate childhood inequalities on health outcomes.</li> <li>3. Develop a public health initiative in collaboration with Children and Young People.</li> </ol>

	<p>4. Discuss health economics in relation to Children and Young People's health and wellbeing.</p> <p>5. Appraise legal and ethical considerations related to Children and Young People.</p>
<b>Associated future nurse standards of proficiency for registered nurses (2018)</b>	<p>Please see mapping document of current programme to the Future Nurse Standards. <a href="O:\SNM\Validation\Programmes\Approved 2020- 2021\Pre-reg Nursing\Final Documents for Use">O:\SNM\Validation\Programmes\Approved 2020- 2021\Pre-reg Nursing\Final Documents for Use</a></p>
<b>Formative assessment</b>	Present project plan. Module team to update.
<b>Summative assessment</b>	<p>Component 1: Written Assessment.</p> <p>Component 2: Live Audio-visual Presentation.</p>
<b>Module delivery</b>	Panopto lecture, class tutorials, online learning, directed study and private study.
<b>School scholarship /research relevant to subject strand</b>	This module fits with person/family health and wellbeing, long term conditions and maternal, child and family health.
<b>Resources</b>	<p>Reading list, Study skills, Library, Module materials, Video clips, Online learning.</p> <p>SCOTTISH GOVERNMENT, 2018. <i>Public health priorities for Scotland to inform curriculum developments</i>. Edinburgh: Scottish Government.</p> <p>Range of resources available:  <a href="https://www.nes.scot.nhs.uk/media/0mxcjko/nesd0886-hai-resource-leaflet-2019-final.pdf">https://www.nes.scot.nhs.uk/media/0mxcjko/nesd0886-hai-resource-leaflet-2019-final.pdf</a></p> <p>SCOTTISH GOVERNMENT, 2018. <i>Getting it right for every child</i>. Edinburgh: Scottish Government.</p>

<p><b>Indicative module content from dynamic syllabus</b></p>	<p>Immediate measures as a response to crisis and disaster situations. Adverse childhood events; trauma informed care; Children's and Adolescent Mental Health Services, emotional wellbeing; social wellbeing; UNICEF baby friendly initiative; parenting; sexual health; obesity; physical health; substance use; early years; schools; health outcomes; dental care; play; transitions; child poverty; United Nations Children's Rights Convention; CYP (Scotland) act; Getting it Right For Every Child; inequalities; health economics; Curriculum for Excellence; vaccination; evidence; research.</p>
<p><b>Module content</b></p>	<p>This module will enable the student to explore health promotion and prevent ill health for children and young people.</p> <ul style="list-style-type: none"> <li>• Promoting and preventing ill health through knowledge of epidemiology &amp; demography; determinants of health and ill health; global patterns of health and wellbeing in relation to children and young people.</li> <li>• Inequalities and health economics.</li> <li>• Crisis and disaster situations.</li> <li>• Understanding the importance of early years and childhood experiences e.g. Adverse Childhood Events (ACEs).</li> <li>• Impact on life choices - mental physical and behavioural health and wellbeing. Public health priorities in children and young people.</li> </ul>

NU3308

<b>Module number</b>	NU3308
<b>Module title and credits</b>	Society, Health and Wellbeing in Mental Health Practice (30 SCQF credits)
<b>When delivered</b>	Stage 3, Semester 2
<b>Module co-ordinator/contact</b>	Andy Lancaster MC
<b>Module team</b>	Stuart Burnett, Rosa Eisenberg
<b>Route/field</b>	BSc Nursing (Mental Health)
<b>Subject strand</b>	Health
<b>Stakeholder contribution</b>	Students actively engaging with key stakeholders within communities to identify current provision to support mental wellbeing and then, in partnership, with these key stakeholders coproduce an intervention or provision designed to support improved wellbeing will be central to this module. Learning materials to support this module will be coproduced with identified key stakeholders which will include service users, carers and community leaders.
<b>Collaborative learning/practice</b>	Students will develop an increased understanding of their role, and that of other professionals and stake holders, in support public health and wellbeing. They will need to articulate this understanding when developing and presenting their public health intervention and the role collaborative practice would play in achieving desired outcomes.
<b>Development of graduate attributes</b>	<b>Lifelong learning</b> – skills and theory in relation to continuous professional development, service evaluation and development.

**Research, scholarship and enquiry** – quality improvement methodology, qualitative, quantitative and mixed method research approaches applied to service evaluation and monitoring of service user experience/achievement of desired outcomes by service providers.

**Employability and career development** – learning, and assessment within this module, relate to public health which has growing significance within mental health nursing.

**Global citizenship** – evaluation of mechanisms to support wellbeing within communities to support both groups and individuals, identification of role within communities.

**Communication and information literacy** – development of poster/appropriate electronic presentation in addition to oral presentation skills will be required within the assessment, students will communicate the findings of their project work and make recommendations based on these. Communication with key stakeholders within communities, peers and academic staff.

**Ethical, social and professional understanding** – emphasis on the role of the mental health nurse within societies, role of the health professional in supporting communities to improve wellbeing, role of healthcare professionals in implementing national agenda and policies.



	<p><b>Personal and intellectual autonomy</b> – students, during the project work, will demonstrate a high degree of personal and intellectual autonomy when identifying recommendations and presenting these proposals.</p> <p><b>Collaboration, teamwork and leadership</b> – students will collaborate with key stakeholders within identified local communities within the module, they will work in teams alongside their peers to undertake the learning associated with the learning outcomes.</p>
<p><b>Mapping to JISC digital framework</b></p>	<p>There is guidance on the Moodle pages. Students will be made aware of how to ask for help with regards to digital issues. The library also undertakes a session on how to navigate the library services electronically. Students will be able to download and upload documents on Moodle pages and be able to use digital tools to make learning time more efficient. These will be discussed.</p> <ul style="list-style-type: none"> <li>• Information literacy - students will learn how to store information and find and use research to inform practice. Students are reminded to use digital data and social media responsibly as per the NMC Code. Students will learn how to reference digital resources and understand copyright and plagiarism rules.</li> <li>• Digital creation, problem-solving, and innovation – students will learn to use BBCU.</li> <li>• Digital communication, collaboration and participation – students will be made aware of digital communication etiquette in different spaces.</li> </ul>

	<ul style="list-style-type: none"> <li>• Digital learning and development – students will be exposed to different digital learning resources within the module. The module team will use Moodle analytics to monitor student engagement and support where required. Students will be encouraged to work collaboratively within discussion forums.</li> <li>• Digital identity and well-being – students will be reminded to attend to digital reputation when posting and communicating online.</li> </ul>
<p><b>Module aims</b></p>	<p>To empower students to work in partnership with people, families and communities to develop and utilise resources to promote mental health, prevent mental ill-health, and support people experiencing a range of challenges that may impact of their wellbeing.</p>
<p><b>Learning outcomes</b></p>	<p>On completion of this module, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Analyse within a selected community the services and resources available to promote mental health, prevent mental ill-health, and support people experiencing a range of challenges that may impact on their wellbeing.</li> <li>2. Appraise contemporary policy, theories and evidence related to the promotion of mental health in communities.</li> <li>3. Discuss how partnership working across services and agencies promotes mental health, prevents mental ill-health and supports people experiencing a range of challenges that impact of their wellbeing.</li> </ol>

	<p>4. Appraise strategies to combat stigma, discrimination, social exclusion and promote human rights within a specific community.</p> <p>5. Develop proposals designed to promote mental health and wellbeing.</p>
<b>Associated future nurse standards of proficiency for registered nurses (2018)</b>	<p>Please see mapping document of current programme to the Future Nurse Standards.  <a href="O:\SNM\Validation\Programmes\Approved 2020-2021\Pre-reg Nursing\Final Documents for Use">O:\SNM\Validation\Programmes\Approved 2020-2021\Pre-reg Nursing\Final Documents for Use</a></p>
<b>Formative assessment</b>	<p>Presentation of preparatory work undertaken to support written analysis and presentation</p>
<b>Summative assessment</b>	<p>Component 1: Written analysis.</p> <p>Component 2: Live Audio Visual presentation.</p>
<b>Mode of delivery</b>	<p>A blended approach will be utilised including group discussions based on literature searches and directed reading; modified lectures and seminars; guest external experts including people with lived experience, online learning.</p>
<b>School scholarship/ research relevant to subject strand</b>	<p>Links to both School core research themes – Person, Family and Community Focused Health and Wellbeing &amp; Organisation and Delivery of Health and Social Care.</p>
<b>Resources</b>	<p>A range of literature discussing contemporary public health particularly in relation to mental wellbeing including the public health priorities for Scotland, mental health strategy, suicide prevention action plan and dementia strategy.</p>

<b>Indicative module content from module descriptor</b>	<p>Community, supporting communities impacted by crisis or disaster; culture; mental wellbeing in communities, parity of esteem, integration, co- production, community capital and empowerment; community platform; political participation; community providers; self-Management and peer support, improvement planning, resources and budgeting social recovery; recovery colleges; carer colleges.</p>
<b>Module content</b>	<ul style="list-style-type: none"> <li>• Community - definitions and descriptions; Culture, identity and belonging; Factors impacting on mental health and wellbeing in communities. Parity of Esteem; Equality and Equity in context of mental health.</li> <li>• Integration of Public Sector Services e.g. health and social care, 3rd sector, education, law enforcement; local authority, e.g. housing; Private sector role; Co-production, Community capital and empowerment; Community platform; Political participation; Formal and Informal Community Providers; Self-Management and Peer Support. Improvement planning; Resources and budgeting Social Recovery; Recovery Colleges; Carer Colleges.</li> </ul>

## NU3336

<b>Module number</b>	NU3336
<b>Module title and credits</b>	Leading in Adult Nursing (30 SCQF credits)
<b>When delivered</b>	Stage 3 Semester 2
<b>Module co-ordinator/ contact</b>	Jill Will MC, Natalie Wiseman DMC
<b>Module team</b>	Alison McIntosh, Fiona Culligan, Carol Jackson.
<b>Route/field</b>	BSc Nursing (Adult), BSc (Hons) Nursing (Adult), BSc (Hons) Nursing (Adult and Children and Young People), BSc (Hons) Nursing (Adult and Mental Health).
<b>Subject strand</b>	Nursing
<b>Stakeholder contribution</b>	Service Users and Carers
<b>Collaborative learning/practice</b>	Exploration of adult nursing will include discussion and application of a multi-agency approach to care provision.
<b>Development of graduate attributes</b>	<p><b>Lifelong learning</b> – Exploration and discussion of leadership, nursing practice and decision-making processes in relation to the management of complex health needs of adults requiring care in a variety of settings.</p> <p><b>Research, scholarship and enquiry</b> – Encourage wider reading and use of evidence to support adult specific nursing practice and care. Appreciation and understanding of clinical guidelines, national drivers and strategies, that inform service delivery.</p>

	<p><b>Employability and career development.</b> Exploration of key conditions seen in adults that are evident in the SCPHO (2016) Burden of Disease and the complex skills to respond to and anticipate the care needs of adults in a variety of settings.</p> <p><b>Global citizenship</b> – Exploration of individual values and care needs.</p> <p><b>Communication and information literacy</b> – Students encouraged to develop critical analysis of nursing in relation to Adult Nursing through tutorial discussions and online interactions.</p> <p><b>Ethical, social and professional understanding</b> – Ethical discussions and debate in tutorials around complex care scenarios of adult patients in a variety of contexts.</p> <p><b>Collaboration, teamwork and leadership</b> – Demonstrate relevant nursing skills essential for nursing adults with complex health needs in the safe environment of the skills lab and classroom. Students work together in team groups to explore some aspects of the care delivery during the skills session and in class.</p>
<p><b>Aims of module</b></p>	<p>To enable the student to critically apply relevant theoretical concepts, lead care and demonstrate skills to meet the physical and emotional needs of the adult patient in a variety of settings and situations.</p>
<p><b>Learning outcomes</b></p>	<p>On completion of this module, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Evidence underpinning professional requirements for teaching and practice supervision.</li> </ol>

	<ol style="list-style-type: none"> <li>2. Safely apply the knowledge of prescribing to the care of the patient.</li> <li>3. Critically discuss decision-making processes and the management of care using evidence.</li> <li>4. Demonstrate and provide the rationale for relevant skills essential for leading care of adults with complex health needs in a variety of settings.</li> <li>5. Explain the roles and responsibilities of the multi-agency team working collaboratively in assessing, treating, intervening and caring for the adult patient in a variety of settings.</li> </ol>
<b>Associated future nurse standards of proficiency for registered nurses (2018)</b>	Please see mapping document of current programme to the Future Nurse Standards. <a href="O:\SNM\Validation\Programmes\Approved 2020-2021\Pre-reg Nursing\Final Documents for Use">O:\SNM\Validation\Programmes\Approved 2020-2021\Pre-reg Nursing\Final Documents for Use</a>
<b>Formative assessment</b>	Feedback provided during tutorials in the 2nd half of the module with associated groupwork/presentations/ critical discussions using case studies and scenarios.
<b>Summative assessment</b>	<p>Component 1: Recorded Audio Presentation (10 minutes) unseen case study released on the day at an allocated assessment time. Students are given a time period in which to answer.</p> <p>Component 2: Written Assessment (1500 words) submitted by set date to Turnitin.</p> <p>Component 3: Online quiz pass (Practice Supervisor) by set date via Turnitin.</p>
<b>Module delivery</b>	Blended learning approach including: tutorials, online learning, simulation, problem-based learning.
<b>School scholarship/ research relevant to subject strand</b>	Links to both school core research themes – Person, Family and Community Focused Health and Wellbeing and Organisation and Delivery of Health and Social Care/Services.

## Resources

Reading list, Study skills, Library, Module materials, Video clips, Online learning, Clinical SME, Clinical coaching, Discussion forums, Case studies.

SCOTTISH GOVERNMENT, 2018. *Public health priorities for Scotland to inform curriculum developments*. Edinburgh: Scottish Government.

THE SCOTTISH LEARNING DISABILITIES (LD), 2015. *Learning disabilities meeting education needs of nursing students*. The UK Learning and Intellectual Disability Nursing Academic Network (LIDNAN) and the UK Council of Deans of Health (CoDH).

SCOTTISH GOVERNMENT 2018 *Scotland's DigitalHealth and Care Strategy: Enabling Connecting and Empowering. Workforce Capability Domain 4: Workforce development in digital skills and capabilities across the whole health and care sector underpin the successful uptake and use of digital technologies*. Edinburgh: Scottish Government.

PUBLIC HEALTH SCOTLAND, 2019. *Take the right actions*. Edinburgh: Public Health Scotland. Available from: [www.healthscotland.scot](http://www.healthscotland.scot).

SCOTTISH PUBLIC HEALTH OBSERVATORY (SCPHO), 2016. *Scottish burden of disease*. Edinburgh: SCPHO.

NHS EDUCATION for SCOTLAND (NES), 2017. *Palliative and end of life care: Enriching and Improving Experience (A framework to support the learning and development needs of the health and social service workforce in Scotland)*. Edinburgh: NES.



	<p>SCOTTISH GOVERNMENT, 2016. <i>National Dementia Strategy: 2017-2020</i>. Edinburgh: Scottish Government.</p> <p>Clinical skills.net.</p> <p>ROYAL PHARMACEUTICAL SOCIETY (RPS), 2016. <i>A competency framework for all prescribers</i>. London: RPS.</p> <p>NATIONAL INSTITUTE FOR HEALTH AND CARE EXCELLENCE (NICE), 2015 <i>Antimicrobial stewardship: systems and processes for effective antimicrobial medicine use</i>. NICE guideline [NG15]. Available from: <a href="https://www.nice.org.uk/guidance/ng15">https://www.nice.org.uk/guidance/ng15</a></p> <p>NURSING MIDWIFERY COUNCIL (NMC), 2015. <i>Openness and honesty when things go wrong: the professional duty of candour</i>. London: NMC. Available from: <a href="https://www.nmc.org.uk/standards/guidance/the-professional-duty-of-candour/read-the-professional-duty-of-candour/">https://www.nmc.org.uk/standards/guidance/the-professional-duty-of-candour/read-the-professional-duty-of-candour/</a></p> <p>SCOTTISH GOVERNMENT, 2016. <i>Scottish Government, Health and Social Care Delivery Plan</i>. Edinburgh Scottish: Government.</p> <p>SCOTTISH GOVERNMENT, 2017. <i>Nursing 2030 Vision</i>. Edinburgh: Scottish Government.</p>
<p><b>Indicative content from module descriptor</b></p>	<p>Professional identity, collaborative interprofessional working, teaching, policy drivers, legislation/ law, ethics, consent, anticipatory care, technology, palliative care, end of life care and long term conditions in adults and older adults, discharge planning, NMC, assessment, care management, case management, nursing skills, models, approaches, pharmacology, prescribing, self-</p>

	<p>management, carers, human factors, learning disabilities, specialist nursing, specialist surgery, dementia. Medicines administration and optimisation; Dietetics; safeguarding; Preparation for Practice Learning.</p>
<p><b>Module content</b></p>	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Case management</li> <li>• Being an accountable professional – duty of candour; nursing administration, ethical and legal frameworks; understanding demands of professional practice and recognise vulnerability – human factors, emotional intelligence, resilience, reflection.</li> <li>• Teaching and learning, practice supervision</li> <li>• Demonstrate knowledge, skills and ability to think critically when applying, evidence and drawing on experience to make evidence informed decisions - Clinical decision making, skills, care planning, leadership.</li> <li>• Policy drivers influencing health service structure, service delivery, prevention, protection, surveillance and monitoring, promotion and education within society.</li> <li>• Communication skills for assessing, planning, providing and managing nursing care in a range of setting including general and specialist medicine and surgery.</li> <li>• Working in teams.</li> <li>• Undertake and interpret vital signs.</li> <li>• Recognise and respond to signs of all types of abuse.</li> <li>• Adaptive approaches and changes in care associated with technological advancements.</li> <li>• AMS</li> </ul>

	<p>Proficiencies, communication and relationship management skills and nursing procedures as detailed in NMC Future Nurse standards including:</p> <ul style="list-style-type: none"><li>• Neurological assessments; sepsis, seizures;</li><li>• deteriorating patient;</li><li>• administer mental health first aid and recognise and respond to challenging behaviours;</li><li>• administer first aid;</li><li>• recognise and respond to anaphylaxis;</li><li>• Skin integrity and aseptic technique;</li><li>• Nutrition and hydration and IV fluids;</li><li>• respiratory care, assessment and intervention;</li><li>• End of life care for individual and family;</li><li>• medicines administration and optimisation.</li></ul> <p>In addition to those listed above, teaching and learning in relation the associated Future Nurse Standard of Proficiency for Registered Nurses mapped to this module will be facilitated. These will be considered across a range of clinical settings including specialist and general care settings.</p> <p>Preparation for Practice – including mandatory and statutory training requirements. Many of the e-learning modules are accessed using the TURAS platform developed by NHS Education for Scotland supporting development of digital literacy skills.</p>
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NU3337

<b>Module number</b>	NU3337
<b>Module title and credits</b>	Leading in Children and Young Peoples Nursing (30SCQF credits).
<b>When delivered</b>	Stage 3, Semester 2
<b>Module co-ordinator/ contact</b>	Katie Anderson MC
<b>Module team</b>	Jill Robertson, Natalie McDonald
<b>Route/field</b>	BSc Nursing (Children and Young People), BSc (Hons) Nursing (Children and Young People and Mental Health).
<b>Subject strand</b>	Nursing
<b>Stakeholder contribution</b>	Local schools and pupils as part of skills sessions.
<b>Collaborative learning/practice</b>	Exploration of nursing in relation to CYP and their families may include some discussion around the input from other members of the multidisciplinary team.
<b>Development of graduate attributes</b>	<p><b>Lifelong learning</b> – Exploration and discussion around leadership, nursing practice and decision- making processes in relation to the management of complex health needs. Explore methods for improving quality of care.</p> <p><b>Research, scholarship and enquiry</b> – As above re discussion of clinical guidelines, national drivers and strategies, that informs service delivery and improves quality of care. Wider reading and evidence to support CYP specific nursing practice and care.</p>

**Employability and career development.**

Exploration of some key complex and exceptional conditions seen in children and young people and the complex skills and care needs of CYP and their families. Leadership, reflection, teaching and supervision explored. All of which is essential for CYP nurses.

**Global citizenship** – Exploration of family centred care and individual cultural needs and beliefs. Respecting those beliefs when delivering nursing care

**Communication and information**

**literacy** – Students encouraged to develop critical analysis of nursing in relation to Children and Young people through tutorial discussions and online interactions.

**Ethical, social and professional**

**understanding** – Ethical discussions and debate in tutorials around complex care needs and challenges of CYP and their families in a variety of situations e.g. palliative care, mental health, degenerative conditions and neonatal care.

**Collaboration, teamwork and leadership** –

Demonstrate advancing nursing skills essential for children and young people with complex health needs in the safe environment of the skills lab and classroom. Students work together in team groups to explore some aspects of the care delivery during the skills session and in class.

<p><b>Mapping to JISC digital framework</b></p>	<p>Digital proficiency –There is guidance on the Moodle pages. Students will be made aware of how to ask for help with regards to digital issues. The Library also undertakes a session on how to navigate the library services electronically. Students will be able to download and upload documents on Moodle pages and be able to use digital tools to make learning time more efficient.</p> <p>Information literacy - students will learn how to store information and find and use research to inform practice. Students are reminded to use digital data and social media responsibly as per the NMC Code of Professional Conduct. Students will learn how to reference digital resources and understand copyright and plagiarism rules.</p> <p>Digital creation, problem-solving, and innovation – students will learn to use BBCU.</p> <p>Digital communication, collaboration and participation – students will be made aware of digital communication etiquette in different spaces.</p> <p>Digital learning and development – students will be exposed to different digital learning resources within the module. The module team will use Moodle analytics to monitor student engagement and support where required. Students will be encouraged to work collaboratively within discussion forums.</p> <p>Digital identity and well-being – students will be reminded to attend to digital reputation when posting and communicating online.</p>
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<b>Aims</b>	To develop the student's clinical decision making, evidence base care and leadership role as a Children and Young People's Nurse.
<b>Learning outcomes</b>	<p>On completion of this module, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Explain decision making in relation to care for children and young people with complex conditions across various settings.</li> <li>2. Demonstrate and provide rationale for nursing skills essential for supporting children, young people and their families in complex situations.</li> <li>3. Evidence underpinning professional requirements for teaching and supervision.</li> <li>4. Critically discuss a method for continuous quality improvement in Children and Young People's nursing.</li> <li>5. Reflect on developing leadership qualities as a potential Children and Young People's nurse leader.</li> </ol>
<b>Associate d future nurse standards of proficiency for registered nurses (2018)</b>	<p>Please see mapping document of current programmeto the Future Nurse Standards.</p> <p><a href="O:\SNM\Validation\Programmes\Approved 2020-2021\Pre-reg Nursing\Final Documents for Use">O:\SNM\Validation\Programmes\Approved 2020-2021\Pre-reg Nursing\Final Documents for Use</a>.</p>
<b>Formative assessment</b>	Module team to update OSCE preparation with peerfeedback. Short written formative 300 words.
<b>Summative assessment</b>	<p>Component 1: Observed Clinical Simulated Examination (OSCE).</p> <p>Component 2: Written Assessment.</p> <p>Component 3: Online quiz pass (Practice Supervisor).</p>
<b>Module delivery</b>	Panopto lecture, class tutorials, online learning, directed study and private study.

<b>School scholarship/ research relevant to subject strand</b>	This module fits with person/family health and wellbeing, long term conditions and maternal, child and family health.
<b>Resources</b>	<p>Reading list, Study skills, Library, Module materials, Video clips, Online learning.</p> <p>NHS SCOTLAND, 2019. <i>An integrated Health and Social Care workforce plan for Scotland</i>. Edinburgh: Scottish Government.</p> <p><i>Health and Care (Staffing) Scotland Act 2019</i>. a.s.p. 6.</p> <p>NHS HEALTH EDUCATION ENGLAND (HEE), 2018. Maximising leadership learning in the pre-registration healthcare curricula: Models and guidelines for healthcare education providers: 2018. NHS HEE. Available from: <a href="https://www.hee.nhs.uk/guidelines-maximising-leadership-in-the-pre-reg-healthcare-curricula-2018">Guidelines - Maximising Leadership in the Pre-reg Healthcare Curricula (2018).pdf</a> (<a href="https://www.hee.nhs.uk">hee.nhs.uk</a>)</p> <p>SCOTTISH GOVERNMENT, 2018. <i>Getting it right for every child</i>. Edinburgh: Scottish Government.</p> <p>HEALTHCARE IMPROVEMENT SCOTLAND (HIS), 2019. <i>My anticipatory care plan for babies, children and young people</i>.</p> <p>Clinicalskills.net</p>
<b>Indicative module content from module descriptor</b>	Complex care-children with exceptional needs, children's and adolescent mental health services, palliative care, degenerative conditions, social wellbeing, neonatal care, clinical decision making, emotional intelligence and resilience, human factors, duty of candour, advocacy, capacity and consent, safeguarding, complex conversations, family centred



	<p>versus family integrated care, plans of care, children and young people skills, leadership, teaching, supervision, collaborative working. Safeguarding, law/legislation. Preparation for practice learning.</p>
<p><b>Module content</b></p>	<p>This module aims to develop the student's clinical decision making, evidence base care and leadership role as a Children and Young People's Nurse.</p> <ul style="list-style-type: none"> <li>• Being an accountable professional – duty of candour;</li> <li>• Ethical and legal frameworks; understanding demands of professional practice and recognise vulnerability – human factors, emotional intelligence, resilience, reflection.</li> <li>• Demonstrate knowledge, skills and ability to think</li> <li>• Critically when applying, evidence and drawing on experience to make evidence informed decisions.</li> <li>• Clinical decision making, skills, care planning. Including complex care children with exceptional needs, children's and adolescent mental health services,</li> <li>• Palliative care, degenerative conditions, social wellbeing, neonatal care,</li> <li>• Advocacy, capacity and consent, safeguarding,</li> <li>• Complex conversations, family centred versus family integrated care,</li> <li>• Leadership, teaching, supervision, collaborative working</li> </ul>

	<ul style="list-style-type: none"><li>• Nursing practice, and changes, in care associated with technological advances.</li></ul> <p>Preparation for Practice – including mandatory and statutory training requirements. Many of the e-learning modules are accessed using the TURAS platform developed by NHS Education for Scotland supporting development of digital literacy skills.</p>
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## NU3338

<b>Module number</b>	NU3338
<b>Module title and credits</b>	Applied Mental Health Practice (30 SCQF credits)
<b>When delivered</b>	Stage 3, Semester 2
<b>Module co-ordinator/contact</b>	Dan Warrender MC
<b>Module team</b>	Scott Macpherson, Rosa Eisenberg
<b>Route/field</b>	BSc Nursing (Mental Health)
<b>Subject strand</b>	Nursing
<b>Stakeholder contribution</b>	Development of appropriate case studies, scenarios and experiences, co-produced with service users and carers, that will be explored within the class. Will seek volunteers from third sector agencies, such as peer support workers, to support in the co-production of the module content. Module will host a 3 <sup>rd</sup> Sector Fayre introducing students to organisation that offer support to individuals, families and carers locally in relation to mental wellbeing.
<b>Collaborative learning/practice</b>	The skills developed, and reflected upon, within this module focus on interactions with individuals and groups. The aims are to enable learning in relation advanced therapeutic communication which can support collaborative practice with keystakeholders within health and social care including service users, providers and carers.
<b>Development of graduate attributes</b>	<b>Lifelong Learning</b> – consolidation and continual development of therapeutic interpersonal skills. Encouragement of purposeful reflective practice.

	<p><b>Research, scholarship and enquiry</b> – contemporary evidence in relation to therapeutic communication and associated relationship between experience, therapeutic engagement and supporters’ interpersonal skills and service outcomes.</p> <p><b>Employability and career development</b> – development of therapeutic mental health nursing skills which are core to all aspects of the profession.</p> <p><b>Global citizenship</b> – development of advanced cultural competence and understanding of intercultural perspectives through empathy and ability to identify the perspectives of individuals and groups.</p> <p><b>Communication and information literacy</b> – focus of this module is on evidence-based interpersonal communication. Students will evidence the application of evidence and literature in relation to interpersonal skills in a range of contexts.</p> <p><b>Ethical, social and professional understanding</b> – rights-based approach, person-centred care, ethics of risk management, trauma skilled approaches.</p> <p><b>Personal and intellectual autonomy</b> – students will be making evidence-based decisions in relation to the appropriate use of therapeutic interpersonal skills in a range of contexts. Students will be encouraged to reflect on the skills to justify the approach utilised to strengthen future decision making.</p>
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<b>Aims</b>	To facilitate students to effectively and ethically deliver therapeutic interactions and relationship-based care and support.
<b>Learning outcomes</b>	<p>On completion of this module, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Evidence a Psychotherapeutic approach within interactions.</li> <li>2. Demonstrate the effective use of interpersonal skills and techniques that enable exploration of individuals' experiences, perspectives and achieve purposeful outcomes.</li> <li>3. Utilise the trauma informed knowledge and skills framework judiciously.</li> <li>4. Reflect on therapeutic use of self by using a systematic approach.</li> <li>5. Evidence the underpinning professional requirement for teaching and practice supervision.</li> </ol>
<b>Associated future nurse standards of proficiency for registered nurses (2018)</b>	<p>Please see mapping document of current programme to the Future Nurse Standards.</p> <p><a href="O:\SNM\Validation\Programmes\Approved 2020-2021\Pre-reg Nursing\Final Documents for Use">O:\SNM\Validation\Programmes\Approved 2020-2021\Pre-reg Nursing\Final Documents for Use</a></p>
<b>Formative assessment</b>	Observed Structured Clinical Examination preparation with feedback from academic staff and self-assessment. Module team to update
<b>Summative assessment</b>	<p>Component 1: Recorded Audio Exam File.</p> <p>Component 2: Online quiz pass (Practice Supervisor).</p>

<b>Module delivery</b>	A blended approach will be utilised emphasising facilitated experiential individual and group learning; simulated skills practice; reflective analysis and discussions; tutorials, online learning. The module will also include facilitated excursions into the local community and a 3 <sup>rd</sup> sector fayre.
<b>School scholarship/ research relevant to subject strand</b>	Links to both School core research themes – Person, Family and Community Focused Health and Wellbeing & Organisation and Delivery of Health and Social Care.
<b>Resources</b>	Contemporary literature and resources exploring; therapeutic interpersonal communication, therapeutic relationships, rights- based approaches, working with trauma, adverse childhood experiences, evidence-informed interventions within mental health nursing.
<b>Indicative module content from module descriptor</b>	Psychological and psychosocial approaches, inter and intra-personal skills, therapeutic relationship process, complexity, therapeutic models, psychotherapeutic role, core conditions, therapeutic use of self, reflective practice, self- care, clinical supervision, narrative competence, trauma skilled capability, spirituality. Teaching and learning, practice supervision, NMC education standards. Preparation for Practice Learning.
<b>Module content</b>	Psychological and psychosocial context of mental health care & support. Key inter and intra-personal skills drawn from a range of psychological therapies. Developing, maintaining and ending therapeutic relationships where complexity is a feature.

	<p>Therapeutic models and their application to the psychotherapeutic role of the mental health nurse; application of core conditions for therapeutic practice;</p> <p>Therapeutic use of self; self-Awareness, self-knowledge and insight; reflective practice; self-Care, resilience, clinical supervision; spirituality, recovery conversations; narrative competence; trauma competence.</p> <p>Teaching, learning, practices supervision.</p> <p>Preparation for Practice – including mandatory and statutory training requirements. Many of the e-learning modules are accessed using the TURAS platform developed by NHS Education forScotland. Supporting development of digital literacy skills. Technology assisted care, and nursing practice, associated with contextualised advancements.</p>
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## NU3366

<b>Module number</b>	NU3366
<b>Module title and credits</b>	Contemporary Sciences and Humanities in Adult Nursing (30 SCQF credits)
<b>When delivered</b>	Semester 1 Stage 3
<b>Module co-ordinator/contact</b>	Jennifer Elliott MC
<b>Module team</b>	Jackie Leith, Yvonne Nicolson, Jane McBey, Kay Knox.
<b>Route/field</b>	BSc Nursing (Adult), BSc (Hons) Nursing (Adult), BSc (Hons) Nursing (Adult and Children and Young People) BSc (Hons) Nursing (Adult and Mental Health)
<b>Subject strand</b>	Sciences
<b>Stakeholder contribution</b>	None
<b>Collaborative learning/practice</b>	Students will focus on a multi-agency approach.
<b>Development of graduate attributes</b>	<p><b>Lifelong learning</b> – This module will give a wider holistic perspective of the sciences and disease processes in relation to the adult patient.</p> <p><b>Research, scholarship and enquiry</b> – Equipping the students with the ability and interest in contemporary research and thinking of the sciences in relation to the adult patient.</p> <p><b>Employability and career development</b> – This module will develop the students’ knowledge of the relevant sciences relevant to their chosen career path in adult nursing.</p>



	<p><b>Ethical, social and professional understanding</b> – This module explores the ethical, legal and professional considerations disease management in the adult.</p>
<b>Aims of module</b>	To enable the student to critically apply their knowledge of the sciences and humanities to meet the physical and emotional needs of the adult patient in a variety of settings.
<b>Learning outcomes</b>	<p>On completion of this module, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Appraise adult specific pathophysiology.</li> <li>2. Critique ethical implications specific to the care of the adult patient.</li> <li>3. Apply knowledge and understanding of the use pharmacogenetics and pharmacogenomics, health numeracy and medicine calculations.</li> <li>4. Examine current research in relation to the care of the adult patient.</li> <li>5. Explore applied sciences and humanities in relation to caring for the adult patient.</li> </ol>
<b>Associated future nurse standards of proficiency for registered nurses (2018)</b>	<p>Please see mapping document of current programme to the Future Nurse Standards.  <a href="O:\SNM\Validation\Programmes\Approved 2020-2021\Pre-reg Nursing\Final Documents for Use">O:\SNM\Validation\Programmes\Approved 2020-2021\Pre-reg Nursing\Final Documents for Use</a></p>
<b>Formative assessment</b>	Exam style questions - taking place during the live tutorials and self - study week. With feedback from the facilitator and peer discussion. Introducing critical discussion on the topics in relation to ethics and humanities.

<b>Summative assessment</b>	<p>Component 1: Open book online exam. There is a student choice of written or Oral. Students are given a specific time (3 hrs) with time factored in for downloading and uploading (45 minutes), (those with RA's are accommodated).</p> <p>Component 2: Health Numeracy Online exam on a specific date and the marking is automated.</p>
<b>Module delivery</b>	<p>Blended learning approach including: Lectures, tutorials, online learning.</p>
<b>School scholarship/ research relevant to subject strand</b>	<p>A strong and critical understanding of all relevant sciences links to school core research themes – Person, Family and Community Focused Health and Wellbeing.</p>
<b>Resources</b>	<p>Reading list, Study skills, Library, Module materials, Video clips, Online learning.</p> <p>This module is supported by:</p> <p>SCOTTISH PUBLIC HEALTH OBSERVATORY (SCPHO), 2016. <i>Scottish burden of disease</i>. Edinburgh: SCPHO.</p> <p>TAYLOR, V. et al., 2017. <i>Quality assurance framework for biosciences education in nursing: Learning outcomes for biosciences in pre-registration nursing programmes. Curriculum content</i>. Biosciences in Nurse Education (BiNE), Higher Education Academy.</p> <p>McGraw-Hill Connect.</p> <p>LEA, D. et al., 2015. <i>Mastering pharmacogenomics: a nurse's handbook for success</i>. Indianapolis: Sigma Theta Tau International.</p> <p>HUBERT, R.J. et al., 2018. <i>Gould's pathophysiology for the health professions</i>. 6th ed. St. Louis, MO: Elsevier.</p> <p>McCANCE, K.L. et al., eds., 2015.</p>

	<p><i>Pathophysiology; the biologic basis for disease in adults and children.</i> 7th ed. Missouri: Mosby.</p> <p>NURSING AND MIDWIFERY COUNCIL (NMC), 2018. <i>Future Nurse: Standards of proficiency for registered nurses.</i> London: NMC.</p> <p>THOMPSON, I. et al., 2006. <i>Nursing ethics.</i> 5th ed. Edinburgh: Churchill Livingstone.</p> <p>WORKMAN, M.L., and LaCHARITY, L., eds., 2016. <i>Understanding pharmacology: essentials for medication safety.</i> 2nd ed. St. Louis, MO: Elsevier.</p> <p>Aspire reading list will be as above and also include some additional resources on pathophysiology, pharmacology, ABGs, ethics/legal, which are being sourced by Library staff.</p>
<p><b>Indicative module content from module descriptor</b></p>	<p>Physiology, pathology, pathophysiology, immunology, biochemistry, biophysics and radiology, genetics, microbiology, pharmacology, preventative medicine, pharmacogenetics, pharmacogenomics, technology, research and evidence, psychology, sociology, humanities, ethics, law/legislation; genomics, inflammation, degeneration, infection, neoplasia, law/legislation, health numeracy.</p>
<p><b>Module content</b></p>	<p>This module will use conditions prevalent in Scotland in relation to morbidity and mortality data. This module covers Adult physiology and pathophysiology. Students will debate the advances in science from ethical, legal and professional perspectives and the impact on the adult patient and resulting health care provision. Students will demonstrate and apply knowledge of body systems and homeostasis; genomics, applied pharmacology and health numeracy.</p>

NU3367

<b>Module number</b>	NU3367
<b>Module title and credits</b>	Contemporary Sciences and Humanities in Children and Young Peoples Nursing (30 SCQF credits)
<b>When delivered</b>	Stage 3, Semester 1
<b>Module co-ordinator/ contact</b>	Sarah Riddell MC
<b>Module team</b>	Katie Anderson, Pauline Donaldson
<b>Route/field</b>	BSc Nursing (Children and Young People), BSc (Hons) Nursing (Children and Young People and Mental Health)
<b>Subject strand</b>	Sciences
<b>Stakeholder contribution</b>	None
<b>Collaborative learning/practice</b>	Exploration of advances in science may include some discussion around the input from other members of the multidisciplinary team.
<b>Development of graduate attributes</b>	<b>Lifelong learning</b> – Students should revise their understanding of anatomy and physiology, genetics and growth and development from stages 1 and 2 prior to commencing this module. Each topic will include the factual information for complex conditions, technology or treatments which will then be critically explored during tutorial sessions. This module will give a wider holistic perspective of sciences in relation to the holistic care of Children, young people and their families.

	<p><b>Research, scholarship and enquiry</b> – This module will develop critical exploration, analysis and justification around advancing sciences in relation to nursing care, health and wellbeing</p> <p><b>Employability and career development</b> This module develops analysis of sciences in relation to children and young people’s health and wellbeing which is critical for all aspects of children and young people’s nursing.</p> <p><b>Global citizenship</b> – Some elements of considering the equity of advances around the world and impact of advances on culture/ ethnicity etc.</p> <p><b>Communication and information literacy</b> – Students encouraged to develop critical analysis of advances in science in relation to nursing care, health and wellbeing through tutorial discussions and online interaction.</p> <p><b>Ethical, social and professional understanding</b> – This module explores the ethical, legal and professional considerations of advances in sciences on nursing care as well as the health and wellbeing of the children and young people’s and their family.</p> <p><b>Collaboration, teamwork and leadership</b> – Students work together in groups during tutorials or online to critically explore science advances. A number of guest speakers from various specialties are invited to deliver a few sessions.</p>
<b>Aim</b>	Critically explore sciences and humanities within the field of Children and Young People’s Nursing.

<b>Learning outcomes</b>	<p>On completion of this module, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Apply knowledge and understanding of Children and Young People's specific pathophysiology.</li> <li>2. Critique applied sciences and humanities in relation health and wellbeing for the child, young person and family.</li> <li>3. Examine the impact of applied sciences and humanities in children and young people's nursing practice.</li> <li>4. Demonstrate the use of pharmacogenetics in caring for children and young people.</li> <li>5. Critically explore the role of genetics in Children and Young People's nursing.</li> </ol>
<b>Associated future nursestandards of proficiency for registered nurses (2018)</b>	<p>Please see mapping document of current programme to the Future Nurse Standards. <a href="O:\SNM\Validation\Programmes\Approved 2020- 2021\Pre-reg Nursing\Final Documents for Use">O:\SNM\Validation\Programmes\Approved 2020- 2021\Pre-reg Nursing\Final Documents for Use</a></p>
<b>Mapping to JISC digital framework</b>	<ol style="list-style-type: none"> <li>1. Digital proficiency –There is guidance on the Moodle pages. Students will be made aware of how to ask for help with regards to digital issues. The library also undertakes a session on how to navigate the library services electronically. Students will be able to download and upload documents on Moodle pages and be able to use digital tools to make learning time more efficient.</li> <li>2. Information literacy - students will learn how to store information and find and use research to inform practice. Students are reminded to use digital data and social media responsibly as per the NMC Code of Professional Conduct. Students will learn how to reference digital resources and understand copyright and plagiarism rules.</li> </ol>

	<p>3. Digital creation, problem-solving, and innovation – students will learn to use BBCU.</p> <p>4. Digital communication, collaboration and participation – students will be made aware of digital communication etiquette in different spaces.</p> <p>5. Digital learning and development – students will be exposed to different digital learning resources within the module. The module team will use Moodle analytics to monitor student engagement and support where required. Students will be encouraged to work collaboratively within discussion forums.</p> <p>Digital identity and well-being – students will be reminded to attend to digital reputation when posting and communicating online.</p>
<b>Formative assessment</b>	Week debate and one exam style question.
<b>Summative assessment</b>	<p>Component 1: Open book exam. There is a student choice of written or Oral.</p> <p>Component 2: Health Numeracy Online exam.</p>
<b>Module delivery</b>	Panopto lecture, class tutorials, online learning, directed study and private study.
<b>School scholarship/ research relevant to subject strand</b>	This module fits with person/family health and wellbeing, long term conditions and maternal, child and family health.
<b>Resources</b>	<p>Reading list, Study skills, Library, Module materials, Video clips, Online learning.</p> <p>McGraw Hill Connect.</p>

	<p>SCOTTISH GOVERNMENT, 2018. <i>Learning provision for children and young people with complex additional support needs: 10-year strategy 2017-2026</i>. Edinburgh: Scottish Government. Available from: <a href="https://www.gov.scot/publications/scotlands-ten-year-strategy-learning-provision-children-young-people-complex/">https://www.gov.scot/publications/scotlands-ten-year-strategy-learning-provision-children-young-people-complex/</a></p> <p>NHS SCOTLAND, 2019. <i>Children with exceptional healthcare needs (CEN): National Managed clinical network</i>. Available from: <a href="https://www.cen.scot.nhs.uk/definition-for-children-with-complex-and-exceptional-healthcare-needs/communicating-with-children/">https://www.cen.scot.nhs.uk/definition-for-children-with-complex-and-exceptional-healthcare-needs/communicating-with-children/</a></p> <p>TAYLOR, V. et al., 2017. <i>Quality assurance framework for biosciences education in nursing: Learning outcomes for biosciences in pre-registration nursing programmes. Curriculum content</i>. Biosciences in Nurse Education (BiNE), Higher Education Academy.</p>
<b>Indicative module content from module descriptor</b>	<p>Pharmacogenetics; pharmacology, medicine optimisation, genetic profiling; maternal and infant screening; pharmacogenomics; transplantation; blood disorders; sex and gender; neonatology; immunology; childhood degenerative conditions; legal/ethics/humanities/ sciences and professional perspective. Health numeracy.</p>
<b>Module content</b>	<p>This module will enable the student to explore sciences and humanities within the field of Children and young people’s nursing. This will include children and young people’s specific pathophysiology.</p>



	<ul style="list-style-type: none"><li>• Ethically, legally and professionally debate the advances in science and impact on children and young people's, their family and health provision.</li><li>• Demonstrate and apply knowledge of body systems and homeostasis; genomics, applied pharmacology.</li><li>• Pharmacogenetics; pharmacology, medicine optimisation, genetic profiling;</li><li>• maternal and infant screening; pharmacogenomics;</li><li>• transplantation; blood disorders;</li><li>• sex and gender; neonatology;</li><li>• immunology; childhood degenerative conditions.</li><li>• Health numeracy.</li></ul>
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NU3368

<b>Module number</b>	NU3368
<b>Module title and credits</b>	Contemporary Sciences and Humanities for Mental Health Practice (30 SCQF credits)
<b>When delivered</b>	Stage 3, Semester 1
<b>Module co-ordinator/contact</b>	Billy Ridler MC
<b>Module team</b>	Debbie Banks
<b>Route/field</b>	BSc Nursing (Mental Health)
<b>Subject strand</b>	Sciences
<b>Stakeholder contribution</b>	Development of appropriate case studies, scenarios and experiences, co-produced with service users and carers, that will be explored within the class.
<b>Collaborative learning/practice</b>	Within this module students will explore the contemporary role of the mental health nurse within health service structures and within society. They will articulate, and critique, their role and those of other professionals and stakeholders within mental health services.
<b>Development of graduate attributes</b>	<p><b>Lifelong learning</b> – skills in relation to engaging with literature and learning resources will be essential to this module, continued professional development and evaluation of knowledge and understanding.</p> <p><b>Research, scholarship and enquiry</b> – students will engage with a range of contemporary literature to support enquiry in relation to the learning outcomes which are associated with the module.</p>

	<p><b>Employability and career development</b> – module content directly explore the contemporary role of the mental health nurse in relation to society and future roles.</p> <p><b>Communication and information literacy</b> – skills in relation to answering short exam style questions, written or verbally. Accessing information, from multiple sources and perspectives to develop a deeper understanding of the subject area.</p> <p><b>Ethical, social and professional understanding</b> – ethics in relation to the role of the mental health nurse in the delivery of physical forms of treatment, application of the mental health act and critical discussion of the diagnostic approaches.</p> <p><b>Personal and intellectual autonomy</b> – students will develop the skills to autonomously formulate responses to exam questions exploring their understanding, and knowledge, of the learning associated with the module.</p>
<b>Module aims</b>	To prepare the student to undertake and lead the delivery of contemporary mental health nursing care, in a range of settings, through enabling a critical approach to the scientific evidence, theory-based and multiple perspectives informing contemporary mental health policies, service provision, treatment and nursing practice.
<b>Learning outcomes</b>	<p>On completion of this module, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Explore biopsychosociospiritual and mental health care system factors implicated in the aetiology and recovery from mental ill-health for individuals, families and communities across the lifespan.</li> </ol>

	<ol style="list-style-type: none"> <li>2. Analyse local, national and international legislation, policy, strategies and frameworks pertaining to contemporary mental health practice.</li> <li>3. Debate the efficacy of physical forms of treatment for mental ill- health across the lifespan and apply knowledge of health numeracy and medicine calculations.</li> <li>4. Evaluate the quality of care provision delivered by collaboration of teams and relevant stakeholders, using a variety of perspectives in order to identify best practice and areas for improvement.</li> <li>5. Discuss the role of the mental health nurse in utilising scientific evidence in the assessment of mental health and provision of rights-based, trauma-informed, ethical and professional care.</li> </ol>
<b>Associated future nurse standards of proficiency for registered nurses (2018)</b>	Please see mapping document of current programme to the Future Nurse Standards. <a href="O:\SNM\Validation\Programmes\Approved 2020-2021\Pre-reg Nursing\Final Documents for Use">O:\SNM\Validation\Programmes\Approved 2020-2021\Pre-reg Nursing\Final Documents for Use</a>
<b>Formative assessment</b>	Written examination
<b>Summative assessment</b>	Component 1: Open book exam. There is a student choice of written or Oral. Component 2: Health Numeracy Online exam.
<b>Module delivery</b>	A blended approached will be utilised including face to face exploration of directed reading; modified lecture presentations followed by group discussions; case study analysis and synthesis of nursing challenges and responses; external guest experts, including those with lived experience; presentations by students; online learning.

<b>School scholarship/ research relevant to subject strand</b>	Links to both School core research themes – Person, Family and Community Focused Health and Wellbeing & Organisation and Delivery of Health and Social Care.
<b>Resources</b>	Contemporary literature exploring biosciences including the quality assurance framework for biosciences education in nursing. Literature and digital resources to explore learning in relation to anatomy and physiology. Best practice statements, and clinical guidance, in relation to assessment and care planning. Key policy, legislation and strategy.
<b>Indicative module content from module descriptor</b>	Lifespan, evidence, theoretical perspectives, biopsychosociospiritual dimensions, contemporary agendas, psycho-neurobiology, psychoneuroimmunology, genetics, pathophysiology, psychopathology, aetiology, classification systems, formulation, physical forms of treatment, consent, pharmacology, medicine optimisation, ethics, safeguarding, health numeracy, polypharmacy, ethical and legal aspects, role of the nurse, collaborative practice, legislation, policy and strategy, collaborative strengths-based, holistic assessment, care and recovery planning, leadership, human factors.
<b>Module content</b>	Lifespan perspective; Nature of Evidence; Contemporary agendas in mental health;  Psycho-neurobiology, psychoneuroimmunology, genetics, pathophysiology, psychopathology, aetiology, stress vulnerability model & the 4 P's;  Models and perspectives of mental health, mental illness and recovery;  Biopsychosociospiritual dimensions; professional dimensions, e.g. power dynamics, iatrogenic harm;

	<p>Classification systems - implications, benefits, drawbacks; Diagnosis &amp; Formulation; Power Threat Meaning Framework.</p> <p>Physical forms of treatments with reference to lifespan and a variety of individual presentations, e.g. substance use issues, eating disorders, frailty, first presentation / medication naïve individuals:</p> <ul style="list-style-type: none"> <li>• Psychotropic and other types of medication/ Polypharmacy.</li> <li>• ECT &amp; other forms of brain stimulation.</li> <li>• Psychological therapies &amp; Psychosocial Approaches.</li> <li>• Pharmacology as relevant – mode of action; partnership approach (individuals &amp; families) – engagement &amp; concordance/consent, information sharing &amp; informed consent; prescription &amp; administration; monitoring &amp; review – intended therapeutic thresholds &amp; effects, risks - adverse effects, toxic effects, withdrawal. Medicine optimisation.</li> <li>• Role of the nurse; education, training &amp; clinical supervision; person and family-centred collaborative working, co-production, shared decision making, informed consent, advocacy, human rights, legal aspects, ethical dimensions.</li> </ul> <p>Arrange of Legislation, Policy and Strategy applied to mental health care and mental health nursing in Scotland.</p> <p>Collaborative Strengths-based, Holistic Assessment; approaches, models, frameworks and tools informed by a recovery focussed approach.</p>
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	<p>Collaborative Person-centred care and recovery planning informed by Mental Welfare Commission Guidance on Person-Centred Care planning, 2019.</p> <p>Responding to complex situations, circumstances &amp; events, e.g. nature of complexity; stress and distress, crisis, suicide, trauma, self-harm &amp; harm reduction; complex family dynamics; interprofessional &amp; interagency challenges including safeguarding.</p>
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NU3376

<b>Module number</b>	NU3376
<b>Module title and credits</b>	Proficient Nursing Practice
<b>When delivered</b>	Semesters 1 to 3 – Stage 3
<b>Module co-ordinator/contact</b>	Fiona Culligan MC
<b>Module team</b>	Katie Anderson
<b>Route/field</b>	All fields BSc Nursing and BSc (Hons) Dual Registration Programmes
<b>Subject strand</b>	Practice Learning
<b>Stakeholder contribution</b>	Practice learning supports an immersive learning experience where students will have the opportunity to deliver care for individuals, families and communities accessing health and social care services in a range of contexts. Stakeholders, including service users and service providers will contribute to the learning by, for example, providing feedback during the learning experience on performance, communication and relationship management.
<b>Collaborative learning/practice</b>	Practice learning will provide the opportunity for students to engage with a range of professionals, from many associated health and social care professions, in a range of contexts.
<b>Development of graduate attributes</b>	<b>Lifelong learning</b> – student to become independent and confident in delivery of Person and Family Centred Care across various practice environments across the life span. <b>Research, scholarship and enquiry</b> – student demonstrating independent and confident in meeting skills in application of evidence-based practice.



	<p><b>Communication and information literacy</b> – Practice placement experience will develop students’ independence and confidence in the abilities to communicate effectively with colleagues and service users through various modes and resources.</p> <p><b>Ethical, social and professional understanding</b> – Students will develop independence and confidence in the professional attitudes and values across a range of practice learning environments. Practice learning environments and practice supervisor’s role modelling within legal, national and governing bodies.</p> <p><b>Collaboration, teamwork and leadership</b> – Students will be developing independence and confidence in the collaborate with service users, colleagues and other disciplines.</p> <p><b>Employability and career development</b> – student to become independent and confident in meeting the key role nurses play in improving and maintaining health and wellbeing across the life span.</p>
<b>Aims of module</b>	To enable the student to become independent and confident in meeting Nursing and Midwifery Council (NMC) core proficiency outcome statements with indirect supervision.
<b>Learning outcomes</b>	<p>On completion of this module, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate the ability to lead and co-ordinate care with indirect supervision from Practice Supervisor(s) assuming responsibility for own learning as well as learning of others.</li> </ol>

	<ol style="list-style-type: none"> <li>2. Demonstrate a comprehensive knowledge base that informs safe and effective practice.</li> <li>3. Demonstrate the ability to act as an accountable and responsive practitioner.</li> <li>4. Safely demonstrate a range of communication and relationship management skills in a compassionate, person-centred manner.</li> <li>5. Safely demonstrate a range of nursing procedures to provide compassionate, evidence-based, person-centred care.</li> </ol>
<b>Associated future nurse standards of proficiency for registered nurses (2018)</b>	Please see mapping document of current programme to the Future Nurse Standards. <a href="O:\SNM\Validation\Programmes\Approved 2020-2021\Pre-reg Nursing\Final Documents for Use">O:\SNM\Validation\Programmes\Approved 2020-2021\Pre-reg Nursing\Final Documents for Use</a>
<b>Formative assessment</b>	Interim Feedback Meeting with feedback from Practice Supervisor and/or Assessor. In addition to feedback from service users and carers.
<b>Summative assessment</b>	Completion of Practice Assessment Document stage 3.  Practice Assessment Documentation – Final Assessment: End of Practice Learning Experience.  The Practice Assessor in collaboration with the Academic Assessor will undertake an assessment of student’s ability to demonstrating developing confidence and performance against the seven platforms, communication and relationship skills and nursing procedures.

<b>Mode of delivery</b>	<p>Practice learning experiences in a variety of health and social care environments within the students chosen field that meet the NMC Standards for student supervision and assessment (2018) and Quality Standards for Practice Placements (NES 2008).</p> <p>This is a nursing practice module carried out over two practice learning environments at 40 hours per week.</p>
<b>School scholarship /research relevant to subject strand</b>	<p>Links to school core research theme – Person, Family and Community Focused Health and Wellbeing.</p>
<b>Resources</b>	<p>DELVES-YATES, C., eds., 2018. <i>Essentials of nursing practice</i>. 2nd ed. London: Sage.</p> <p>DOUGHERTY, L. and LISTER, S., eds., 2015. <i>The Royal Marsden Hospital manual of clinical nursing procedures</i>. (Student Edition). 9th ed. London: Blackwell Science.</p> <p>NURSING AND MIDWIFERY COUNCIL (NMC), 2018. <i>Future nurse: Standards of Proficiency for registered nurses</i>. London: NMC.</p> <p>NURSING AND MIDWIFERY COUNCIL (NMC), 2018. <i>Realising professionalism: Standards for education and training. Part 2: Standards for student supervision and assessment</i>. London: NMC.</p> <p>PRICE, J. and MCALINDEN, O., eds., 2017. <i>Essentials of nursing children and young people</i>. London: Sage.</p> <p>WRIGHT, K. and MCKEOWN, M., eds., 2018. <i>Essentials of mental health nursing</i>. London: Sage.</p>
<b>Indicative module content from module descriptor</b>	<p>The NMC core outcome statements for Part 3 which are grouped under 7 platforms: being an accountable professional; promoting health and preventing ill health; assessing needs and</p>

	<p>planning care; providing and evaluating care; leading and managing nursing care and working in teams; improving safety and quality of care; and coordinating care. NMC Future Nurse Annexe A: communication and relationship skills and Annexe B: Nursing procedures.</p>
<p><b>Module content</b></p>	<p>This is a practice learning module which will facilitate student learning, teaching and assessment within a range of health and social care contexts. In stage one practice learning allocation a core approach will be taken meaning students will have exposure to learning experiences across all fields of nursing supporting individuals, families and communities experiencing a range of mental, physical, cognitive or behavioural health challenges. This approach will support students in developing the knowledge and skills necessary to support the holistic care needs of the people they encounter in their practice.</p> <p>Student learning, and assessment will be underpinned by:</p> <ul style="list-style-type: none"> <li>• The NMC 7 platforms: being an accountable professional; promoting health and preventing ill health; assessing needs and planning care; providing and evaluating care; leading and managing nursing care and working in teams; improving safety and quality of care; and coordinating care.</li> </ul> <p>Students will need to evidence achievement of the standards associated with platforms at an independent level.</p> <p>Students will have the opportunity to evidence achievement of the skills and procedures associated with the NMC Future Nurse Annexe</p>

	<p>A: communication and relationship skills and Annexe B: Nursing procedures. Practice learning will provide students with the opportunity to gain experience, and exposure to a range of environments and settings and students will use this opportunity to evidence, by the end of their programme, experience of general and specialist medicine, general and specialist surgery, childcare and paediatrics, maternity care, mental health and psychiatry, care of the old and geriatric and home nursing. This is to ensure students achieve DIRECTIVE 2005/36/EC (as amended by Directive 2013/55/EU) in relation to nurses responsible for general care. Although not an EU requirement for Children and Young People and Mental Health students it is a programme requirement.</p>
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NU3377

<b>Module number</b>	NU3377
<b>Module title and credits</b>	Developing Proficient Nursing Practice
<b>When delivered</b>	Semester 1 to 3 – Stage 3
<b>Module co-ordinator/ contact</b>	Fiona Culligan MC
<b>Module team</b>	Katie Anderson
<b>Route/field</b>	All fields BSc (Hons) Nursing
<b>Subject strand</b>	Practice Learning
<b>Stakeholder contribution</b>	Practice learning supports an immersive learning experience where students will have the opportunity to deliver care for individuals, families and communities accessing health and social care services in a range of contexts. Stakeholders, including service users and service providers will contribute to the learning by, for example, providing feedback during the learning experience on performance, communication and relationship management.
<b>Collaborative learning/practice</b>	Practice learning will provide the opportunity for students to engage with a range of professionals, from many associated health and social care professions, in a range of contexts.
<b>Development of graduate attributes</b>	<p><b>Lifelong learning</b> – student to become independent and confident in delivery of Person and Family Centred Care across various practice environments across the life span.</p> <p><b>Research, scholarship and enquiry</b> – student demonstrating independent and confident in meeting skills in application of evidence-based practice.</p>

	<p><b>Communication- and information literacy</b> – Practice placement experience will develop students’ independence and confidence in the abilities to communicate effectively with colleagues and service users through various modes and resources.</p> <p><b>Ethical, social and professional understanding</b> – Students will develop independence and confidence in the professional attitudes and values across a range of practice learning environments. Practice learning environments and practice supervisor’s role modelling within legal, national and governing bodies.</p> <p><b>Collaboration, teamwork and leadership</b> Students will be developing independence and confidence in the collaborate with service users, colleagues and other disciplines.</p> <p><b>Employability and career development</b> student to become independent and confident in meeting the key role nurses play in improving and maintaining health and wellbeing across the life span.</p>
<p><b>Aims of Module</b></p>	<p>To enable the student to become independent and confident in meeting Nursing and Midwifery Council (NMC) coreproficiency outcome statements with indirect supervision.</p>
<p><b>Learning outcomes</b></p>	<p>On completion of this module, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate increasing confidence in the ability to lead and co-ordinate care with indirect supervision from Practice Supervisor(s) assuming responsibility for own learning as well as learning of others.</li> </ol>

	<ol style="list-style-type: none"> <li>2. Demonstrate the achievement of the NMC core proficiency outcomes, as identified within the Practice Assessment Documentation (PAD), to meet progression criteria for progression to Part 4.</li> <li>3. Demonstrate a comprehensive knowledge base that informs safe and effective practice.</li> <li>4. Safely demonstrate a range of communication and relationship management skills in a compassionate, person-centred manner.</li> <li>5. Safely demonstrate a range of nursing procedures to provide compassionate, evidence-based, person-centred care.</li> </ol>
<b>Associated Future Nurse Standards of Proficiency for Registered Nurses (2018)</b>	Please see mapping document of current programme to the Future Nurse Standards. <a href="O:\SNM\Validation\Programmes\Approved 2020- 2021\Pre-reg Nursing\Final Documents for Use">O:\SNM\Validation\Programmes\Approved 2020- 2021\Pre-reg Nursing\Final Documents for Use</a>
<b>Formative assessment</b>	Interim Feedback Meeting with feedback from Practice Supervisor and/or Assessor. In addition to feedback from service users and carers.
<b>Summative assessment</b>	Practice Assessment Documentation – Final Assessment: End of Practice Learning Experience. The Practice Assessor in collaboration with the Academic Assessor will undertake an assessment of student’s ability to demonstrating developing confidence and performance against the seven platforms, communication and relationship skills and nursing procedures.  The module is split into 2 practice learning experiences: PLE1 and PLE 2.



<p><b>Mode of delivery</b></p>	<p>Practice learning experiences in a variety of health and social care environments within the students chosen field that meet the NMC Standards for student supervision and assessment (2018) and Quality Standards for Practice Placements (NES 2008).</p> <p>This is a nursing practice module carried out over two practice learning experience over 21 weeks at 40 hours per week.</p>
<p><b>School scholarship /research relevant to subject strand</b></p>	<p>Links to school core research theme – Person, Family and Community Focused Health and Wellbeing.</p>
<p><b>Resources</b></p>	<p>DELVES-YATES, C., eds., 2018. <i>Essentials of nursing practice</i>. 2nd ed. London: Sage.</p> <p>DOUGHERTY, L. and LISTER, S. eds., 2015. <i>The Royal Marsden Hospital manual of clinical nursing procedures</i>. (Student Edition). 9th ed. London: Blackwell Science.</p> <p>NURSING AND MIDWIFERY COUNCIL (NMC), 2018. <i>Future nurse: Standards of Proficiency for registered nurses</i>. London: NMC.</p> <p>NURSING AND MIDWIFERY COUNCIL (NMC), 2018. <i>Realising professionalism: Standards for education and training. Part 2: Standards for student supervision and assessment</i>. London: NMC.</p> <p>PRICE, J. and MCALINDEN, O., eds, 2017. <i>Essentials of nursing children and young people</i>. London: Sage.</p> <p>WRIGHT, K. and MCKEOWN, M., eds., 2018. <i>Essentials of mental health nursing</i>. London: Sage.</p>

<b>Indicative Module Content from Module Descriptor</b>	<p>The NMC core outcome statements for Part3/4 which are grouped under 7 platforms: being an accountable professional; promoting health and preventing ill health; assessing needs and planning care; providing and evaluating care; leading and managing nursing care and working in teams; improving safety and quality of care; and coordinating care. NMC Future Nurse Annexe A: communication and relationship skills and Annexe B: Nursing procedures.</p>
<b>Module Content</b>	<p>This is a practice learning module which will facilitate student learning, teaching and assessment within a range of health and social care contexts. In stage one practice learning allocation a core approach will be taken meaning students will have exposure to learning experiences across all fields of nursing supporting individuals, families and communities experiencing a range of mental, physical, cognitive or behavioural health challenges. This approach will support students in developing the knowledge and skills necessary to support the holistic care needs of the people they encounter in their practice.</p> <p>Student learning, and assessment will be underpinned by;</p> <ul style="list-style-type: none"> <li>• The NMC 7 platforms: being an accountable professional; promoting health and preventing ill health; assessing needs and planning care; providing and evaluating care; leading and managing nursing care and working in teams; improving safety and quality of care; and coordinating care.</li> </ul> <p>Students will need to evidence achievement of the standards associated with platforms at an independent level.</p>

	<p>Students will have the opportunity to evidence achievement of the skills and procedures associated with the NMC FutureNurse Annex A: communication and relationship skills and Annex B: Nursing procedures.</p> <p>Practice learning will provide students with the opportunity to gain experience, and exposure to a range of environments and settings and students will use this opportunity to evidence, by the end of their programme, experience of general and specialist medicine, general and specialist surgery, childcare and paediatrics, maternity care, mental health and psychiatry, care of the old and geriatric and home nursing. This is to ensure students achieve DIRECTIVE 2005/36/EC (as amended by Directive 2013/55/EU) in relation to nurses responsible for general care. Although not an EU requirement for Children and Young People and Mental Health students it is a programme requirement.</p>
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## **STAGE 4**

## NU4301

<b>Module number</b>	NU4301
<b>Module title and credits</b>	Contemporary Unscheduled Care (30 SCQF credits)
<b>When delivered</b>	Semester 1, Stage 4
<b>Module co-ordinator/ contact</b>	Cameron Smith MC
<b>Module team</b>	Billy Jackson
<b>Route/field</b>	BSc (Hons) Nursing (Adult), BSc (Hons) Nursing (Children and Young People), BSc (Hons) Nursing (Mental Health)
<b>Subject strand</b>	Nursing
<b>Stakeholder contribution</b>	Volunteer Patients
<b>Collaborative learning/practice</b>	The student will consider the contribution of and referral to other disciplines and agencies in the safe management of acute emergencies, crisis situations, and common unscheduled care.
<b>Development of graduate attributes</b>	<p><b>Lifelong learning</b> – To build on the student's skills of contemporary nursing care across the lifespan to manage more complex emergency situations.</p> <p><b>Research, scholarship and enquiry</b> – Searching for and using literature and research to support evidence-based nursing care.</p> <p><b>Employability and career development</b> – Development of the student to manage emergency and crisis situations across a range of healthcare needs across the lifespan in a range of settings.</p>

	<p><b>Communication and information literacy –</b> Developing students’ abilities to communicate effectively their knowledge to colleagues using a variety of media, applying evidence-based solutions.</p> <p><b>Ethical, social and professional understanding –</b> Continued application of the students’ awareness of person and family centred care.</p> <p><b>Personal and intellectual autonomy –</b> The student will be enabled to think independently, exercise personal judgment and take initiatives.</p> <p><b>Collaboration, teamwork and leadership</b> –Students will collaborate with each other in module group work and will consider their role in managing patient care including referral to and collaboration with other disciplines and agencies.</p>
<p><b>Mapping to JISC digital framework</b></p>	<p>There is guidance on the Moodle pages. Students will be made aware of how to ask for help with regards to digital issues. The library also undertakes a session on how to navigate the library services electronically. Students will be able to download and upload documents on Moodle pages and be able to use digital tools to make learning time more efficient. These will be discussed.</p> <p>Information literacy - students will learn how to store information and find and use research to inform practice. Students are reminded to use digital data and social media responsibly as per the NMC Code. Students will learn how to reference digital resources and understand copyright and plagiarism rules.</p>

	<p>Digital creation, problem-solving, and innovation – students will learn to use BBCU.</p> <p>Digital communication, collaboration and participation – students will be made aware of digital communication etiquette in different spaces.</p> <p>Digital learning and development – students will be exposed to different digital learning resources within the module. The module team will use Moodle analytics to monitor student engagement and support where required. Students will be encouraged to work collaboratively within discussion forums.</p> <p>Digital identity and well-being – students will be reminded to attend to digital reputation when posting and communicating online.</p>
<b>Aims</b>	<p>To enable the student to develop relevant knowledge and skills relating to the safe management of acute emergencies, crisis situations, and common unscheduled care needs of patients across the lifespan.</p>
<b>Learning outcomes</b>	<p>On completion of this module, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Assemble a management plan based on a comprehensive patient assessment which is applicable to the range of practice.</li> <li>2. Explore the decision-making process involved in differential diagnosis relating to acute emergencies and crisis situations.</li> <li>3. Appraise the evidence base underpinning anticipatory care and the prevention/identification of deterioration of a patients' condition.</li> <li>4. Critique the relationships between contemporary healthcare service provision and relevant health policy.</li> </ol>

<b>Associated future nurse standards of proficiency for registered nurses (2018)</b>	Please see mapping document of current programme to the Future Nurse Standards. <a href="O:\SNM\Validation\Programmes\Approved 2020-2021\Pre-reg Nursing\Final Documents for Use">O:\SNM\Validation\Programmes\Approved 2020-2021\Pre-reg Nursing\Final Documents for Use</a>
<b>Formative assessment</b>	Group presentations with peer and academic feedback.
<b>Summative assessment</b>	Recorded Audio Assessment.
<b>Module delivery</b>	Blended learning approach including: lectures, seminars, tutorials, simulated skills, online learning.
<b>School scholarship /research relevant to subject strand</b>	Links to both school core research themes – Person, Family and Community Focused Health and Wellbeing and Organisation and Delivery of Health and Social Care/Services.
<b>Resources</b>	Reading list, study skills, library, module materials, media, online clinical skills resources and recorded lectures.  Midwifery colleagues to teach obstetric emergencies.  NES, 2019. <i>Mental Health Improvement and Suicide Prevention Framework</i> : <a href="https://learn.nes.nhs.scot/17100/mental-health-improvement-and-prevention-of-self-harm-and-suicide/mental-health-improvement-and-suicide-prevention-framework">https://learn.nes.nhs.scot/17100/mental-health-improvement-and-prevention-of-self-harm-and-suicide/mental-health-improvement-and-suicide-prevention-framework</a>
<b>Indicative module content from module descriptor</b>	Immediate assessment and nursing management of deteriorating patients, emergencies and crisis situations, exacerbation of disease, clinical skills, legal/ethical and professional principles of immediate care of acute emergencies e.g. Mental Health (Care and Treatment) (Scotland)



	<p>Act 2003, unscheduled care, management, decision making, health policy and service design, risk, human factors, anticipatory care, numeracy, children and young people, obstetrics and learning disabilities.</p>
<p><b>Module content</b></p>	<p>The module content will enable the student to develop relevant knowledge and skills relating to the safe management of acute emergencies, crisis situations, and common unscheduled care needs of patients across the lifespan.</p> <p>The topics to be studied include: Immediate assessment and nursing management of deteriorating patients, emergencies and crisis situations, exacerbations of disease, clinical skills, legal/ethical and professional principles of immediate care of acute emergencies e.g. Mental Health (Care and Treatment) (Scotland) Act 2003, unscheduled care, management, decision making, health policy and service design, risk, human factors, anticipatory care, numeracy, children and young people, obstetrics and learning disabilities.</p> <p>Proficiencies, communication and relationship management skills and nursing procedures as detailed in NMC Future Nurse standards including:</p> <p>understand the principles of effective leadership, management, group and organisational dynamics and culture and apply these to team working and decision-making, safely and effectively lead and manage the nursing care of a group of people, demonstrating appropriate prioritisation, delegation and assignment of care responsibilities to others involved in</p>

	<p>providing care, provide clear verbal, digital or written information and instructions when delegating or handing over responsibility for care, undertake a whole body systems assessment including respiratory, circulatory, neurological, musculoskeletal, cardiovascular and skin status, identify and respond to signs of deterioration and sepsis, observe and assess the need for intervention and respond to restlessness, agitation and breathlessness using appropriate interventions, understand and apply DNACPR (do not attempt cardiopulmonary resuscitation) decisions and verification of expected death.</p>
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## NU4302

<b>Module number</b>	NU4302
<b>Module title and credits</b>	Dissertation (60 SCQF credits)
<b>When delivered</b>	Semester 1 and 2, Stage 4 Introduction to module during semester 1
<b>Module co-ordinator/contact</b>	John Clarke MC, Pamela Kirkpatrick DMC
<b>Module team</b>	
<b>Route/field</b>	BSc (Hons) Nursing (Adult), BSc (Hons) Nursing (Children and Young People), BSc (Hons) Nursing (Mental Health)
<b>Subject strand</b>	Nursing
<b>Stakeholder contribution</b>	Service users may be consulted in development of research question or contribute to data used within dissertation.
<b>Collaborative learning/practice</b>	Practice partners including other disciplines may be consulted in development of research question or contribute to data used within dissertation.
<b>Development of graduate attributes</b>	<p><b>Lifelong learning</b> – The student will develop key research skills that can be utilised throughout their career and prepare for further study.</p> <p><b>Research, scholarship and enquiry</b> – The student will develop and utilise skills relating to research evidence to produce an extended independent study project.</p> <p><b>Employability and career development</b> – The student will be prepared for a clinical/academic career.</p>

	<p><b>Communication and information literacy</b>  –The student will display abilities in communicating their knowledge, understanding and skills, in a range of settings, and using a variety of media; and formulating, evaluating and applying evidence-based solutions and arguments.</p> <p><b>Personal and intellectual autonomy.</b> The student will develop capacity to think independently, exercise personal judgment and take initiatives.</p> <p><b>Collaboration, teamwork and leadership</b>  –Students will work in collaboration with academic staff, partners in practice across disciplines and service users.</p>
<p><b>Mapping to JISC digital framework</b></p>	<p>There is guidance on the Moodle pages. Students will be made aware of how to ask for help with regards to digital issues. The library also undertakes a session on how to navigate the library services electronically. Students will be able to download and upload documents on Moodle pages and be able to use digital tools to make learning time more efficient.</p> <p>Information literacy - students will learn how to store information and find and use research to inform practice. Students are reminded to use digital data and social media responsibly as per the NMC Code. Students will learn how to reference digital resources and understand copyright and plagiarism rules.</p> <p>Digital creation, problem-solving, and innovation – students will learn to use BBCU.</p> <p>Digital communication, collaboration and participation – students will be made aware of digital communication etiquette in different spaces.</p>

	<p>Digital learning and development – students will be exposed to different digital learning resources within the module. The module team will use Moodle analytics to monitor student engagement and support where required. Students will be encouraged to work collaboratively within discussion forums.</p> <p>Digital identity and well-being – students will be reminded to attend to digital reputation when posting and communicating online.</p>
<b>Aim</b>	<p>To enable the student to consolidate knowledge relating to research and evidence in nursing in order to produce an extended independent study project related to an aspect of the student's field of practice.</p>
<b>Learning outcomes</b>	<p>On completion of this module, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Formulate an answerable clinical question relevant to an aspect of the field of practice.</li> <li>2. Conduct an independent extended dissertation related to an aspect of the field of practice.</li> <li>3. Demonstrate independent critical appraisal skills in relation to research and other relevant types of evidence.</li> <li>4. Justify recommendations for practice based on an independent extended literature review of research and other types of evidence relevant to an aspect of the field of practice.</li> <li>5. Develop a strategy for the implementation of evidence-based recommendations in a field-specific aspect of practice.</li> </ol>

<b>Associated future nurse standards of proficiency for registered nurses (2018)</b>	<p>Please see mapping document of current programme to the Future Nurse Standards.</p> <p><a href="O:\SNM\Validation\Programmes\Approved 2020-2021\Pre-reg Nursing\Final Documents for Use">O:\SNM\Validation\Programmes\Approved 2020-2021\Pre-reg Nursing\Final Documents for Use</a></p>
<b>Formative assessment</b>	<p>Continuous assessment through feedback, written and verbal, from supervisor on draft submissions of chapters.</p>
<b>Summative assessment</b>	<p>The student and the University will work with partners in practice to identify current and relevant topics that have the potential to improve services and patient outcomes. The written dissertation will be supported by the student's poster presentation of projects to academic and practice staff.</p> <p>Component 1: Dissertation</p> <p>Component 2: Recorded Poster Presentation.</p>
<b>Mapping to JISC digital framework</b>	<p>Digital proficiency – There is guidance on the Moodle pages. Students will be made aware of how to ask for help with regards to digital issues. The library also undertakes a session on how to navigate the library services electronically. Students will be able to download and upload documents on Moodle pages and be able to use digital tools to make learning time more efficient.</p> <p>Information literacy - students will learn how to store information and find and use research to inform practice. Students are reminded to use digital data and social media responsibly as per the NMC Code of Professional Conduct. Students will learn how to reference digital resources and understand copyright and plagiarism rules.</p> <p>Digital creation, problem-solving, and innovation – students will learn to use BBCU.</p>

	<p>Digital communication, collaboration and participation – students will be made aware of digital communication etiquette in different spaces.</p> <p>Digital learning and development – students will be exposed to different digital learning resources within the module. The module team will use Moodle analytics to monitor student engagement and support where required. Students will be encouraged to work collaboratively within discussion forums.</p> <p>Digital identity and well-being – students will be reminded to attend to digital reputation when posting and communicating online.</p>
<b>Module delivery</b>	Blended learning approach including: lectures, seminars, tutorials, online learning.
<b>School scholarship /research relevant to subject strand</b>	Links to both school core research themes – Person, Family and Community Focused Health and Wellbeing and Organisation and Delivery of Health and Social Care/Services.
<b>Resources</b>	Reading list, study skills, Library, module materials, media, and recorded lectures.
<b>Indicative module content from module descriptor</b>	Formulating clinical questions, research methodology, ethics in nursing research, project management, independent information literacy and graduate study skills, critical appraisal; systematic reviewing, evidence/appraisal tables, synthesis, implementation, dissemination.
<b>Module content</b>	<p>The module content will consolidate the student's knowledge relating to research and evidence in nursing in order to produce an extended independent study project related to an aspect of the student's field of practice.</p> <p>The topics to be studied include: Formulating clinical questions, research methodology,</p>

	<p>ethics in nursing research, project management, independent information literacy and graduate study skills, critical appraisal; systematic reviewing, evidence/appraisal tables, synthesis, implementation, dissemination.</p> <p>Use of research methods, ethics and governance in order to critically analyse, safely use, share and apply research findings to promote and inform best nursing practice. Use of service delivery evaluation and audit findings to bring about continuous improvement. Mechanisms involved in influencing policy development and change. Present and share verbal and written reports with individuals and groups. Analyse and clearly record and share digital information and data.</p>
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## NU4303

<b>Module number</b>	NU4303
<b>Module title and credits</b>	Integrated Health and Social Care (15 SCQF credits)
<b>When delivered</b>	Semester 2, Stage 4
<b>Module co-ordinator/ contact</b>	Louise Henderson MC
<b>Module team</b>	Jill Will
<b>Route/field</b>	BSc (Hons) Nursing (Adult), BSc (Hons) Nursing (Children and Young People), BSc (Hons) Nursing (Mental Health)
<b>Subject strand</b>	Health
<b>Stakeholder contribution</b>	Module draws on experiences of people who have accessed integrated health and social care services through appropriate literature and policies. Additionally, it draws on the theories and principles of co-production in relation to service design.
<b>Collaborative learning/practice</b>	This module is focussed on collaborative learning with and from people from other professions. The students work in multi- professional tutorial groups.
<b>Development of graduate attributes</b>	<p><b>Lifelong learning</b> – Focus on importance of continuous personal and professional development in both module and assessment. Focus on learning with and from others in module and assessment.</p> <p><b>Research, scholarship and enquiry</b> – The student will critique models of practice and research evidence. Summative assessment requires critical analysis of policy drivers, legislation and research work.</p>

**Employability and career development –**

The module covers many aspects of integrated professional practice, including co-production which are important models for working reflecting recent and ongoing changes in practice. Focus on critical reflection and continuous personal and professional development in both module content and assessment.

**Global citizenship –** The module explores other professional cultures with students from various health and social care professions learning from and taking this understanding forward into the summative assignment.

**Communication and information literacy**

– Effective communication of understanding and skills and abilities to form and apply evidence-based solutions and arguments are encouraged through class debate, presentation to key local integration professionals, developing and presenting a plan of care.

**Ethical, social and professional**

**understanding –** There is a particular focus on ethical, social and professional understanding – including looking at responsibilities around vulnerable children and adults.

**Personal and intellectual autonomy –**

The module develops the student's capacity to think independently, exercise personal judgment and take initiatives.

**Collaboration, teamwork and leadership –**

Students are placed in multi-professional groups and activities encourage collaboration, relationship building, team-working and leadership.

<p><b>Mapping to JISC digital framework</b></p>	<p>Digital proficiency –There is guidance on the Moodle pages. Students will be made aware of how to ask for help with regards to digital issues. The library also undertakes a session on how to navigate the library services electronically. Students will be able to download and upload documents on Moodle pages and be able to use digital tools to make learning time more efficient.</p> <p>Information literacy - students will learn how to store information and find and use research to inform practice. Students are reminded to use digital data and social media responsibly as per the NMC Code of Professional Conduct. Students will learn how to reference digital resources and understand copyright and plagiarism rules.</p> <p>Digital creation, problem-solving, and innovation – students will learn to use BBCU.</p> <p>Digital communication, collaboration and participation – students will be made aware of digital communication etiquette in different spaces.</p> <p>Digital learning and development – students will be exposed to different digital learning resources within the module. The module team will use Moodle analytics to monitor student engagement and support where required. Students will be encouraged to work collaboratively within discussion forums.</p> <p>Digital identity and well-being – students will be reminded to attend to digital reputation when posting and communicating online.</p>
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<b>Aim</b>	To enable the student to critically reflect, analyse and evaluate the collaborative working processes and their impact on the delivery of integrated health and social care delivery to service users.
<b>Learning outcomes</b>	<p>On completion of this module, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Critique integrated health and social care delivery in the context of current legislation and relevant policies.</li> <li>2. Evaluate the characteristics of collaborative leadership and working to inform personal and professional development.</li> <li>3. Appraise own application of the principles of interagency collaborative working in order to promote integrated health and social care in practice.</li> <li>4. Evaluate the attributes required of a competent professional practitioner to lead transformative care.</li> <li>5. Develop a service enhancement within an area of healthcare.</li> </ol>
<b>Associated future nurse standards of proficiency for registered nurses (2018)</b>	Please see mapping document of current programme to the Future Nurse Standards. <a href="O:\SNM\Validation\Programmes\Approved 2020-2021\Pre-reg Nursing\Final Documents for Use">O:\SNM\Validation\Programmes\Approved 2020-2021\Pre-reg Nursing\Final Documents for Use</a>
<b>Formative assessment</b>	Essay plan.
<b>Summative assessment</b>	Choice of essay or audio-visual presentation (live or pre-recorded).
<b>Module delivery</b>	Blended learning approach including: lectures, tutorials, online learning.

<b>School scholarship /research relevant to subject strand</b>	Links to both school core research themes – Person, Family and Community Focused Health and Wellbeing and Organisation and Delivery of Health and Social Care/Services.
<b>Resources</b>	Reading list, study skills, library, module materials, outside speakers, video clips, online learning, case studies, simulated learning, service user feedback, virtual community.
<b>Indicative module content from module descriptor</b>	Comparative social and health care policy, models of collaborative practice, perspectives of person and family centred approaches, strategies for evaluating effectiveness of interagency integrated working; ethics for collaborative practice, managing interpersonal relationships, professionalism between professionals, professional roles, boundaries, skills overlap and mix, collaborative decision making and service delivery, record keeping and documentation within integrated health and social care services, client empowerment, anticipatory approach to assessment, shared and evidence-based assessments, assessing appropriateness and effectiveness of services, risk assessment and management, crisis management, leading, managing and co-ordinating care at individual and service levels, service development, co-production.
<b>Module content</b>	<p>The module content will enable the student to critically reflect, analyse and evaluate the collaborative working processes and their impact on the delivery of integrated health and social care delivery to service users.</p> <p>The topics to be studied include: Comparative social and health care policy, models of collaborative practice, perspectives of person</p>

	<p>and family centred approaches, strategies for evaluating effectiveness of interagency integrated working; ethics for collaborative practice, managing interpersonal relationships, professionalism between professionals, professional roles, boundaries, skills overlap and mix, collaborative decision making and service delivery, record keeping and documentation within integrated health and social care services, client empowerment, anticipatory approach to assessment, shared and evidence-based assessments, assessing appropriateness and effectiveness of services, risk assessment and management, crisis management, leading, managing and co-ordinating care at individual and service levels, service development, co- production.</p> <p>Principles of health economics and their relevance to resource allocation in health and social care organisations and other agencies. Advocacy.</p>
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## NU4304

<b>Module number</b>	NU4304
<b>Module title and credits</b>	Consolidating Nursing Practice
<b>When delivered</b>	Semester 2-3, Stage 4
<b>Module co-ordinator/ contact</b>	Gill Fenwick MC
<b>Module team</b>	Cameron Smith
<b>Route/field</b>	All fields BSc (Hons) Nursing
<b>Subject strand</b>	Practice Learning
<b>Stakeholder contribution</b>	Practice learning supports an immersive learning experience where students will have the opportunity to deliver care for individuals, families and communities accessing health and social care services in a range of contexts. Stakeholders, including service users and service providers will contribute to the learning by, for example, providing feedback during the learning experience on performance, communication and relationship management.
<b>Collaborative learning/practice</b>	Practice learning will provide the opportunity for students to engage with a range of professionals, from many associated health and social care professions, in a range of contexts.
<b>Development of graduate attributes</b>	<b>Lifelong learning</b> – enable the student to demonstrate the ability to work autonomously in meeting the in delivery of Person and Family Centred Care across various practice environments across the life span.

	<p><b>Research, scholarship and enquiry</b> – enable the student to demonstrate the ability to work autonomously in meeting the skills in application of evidence-based practice.</p> <p><b>Communication and information literacy</b> – Practice placement experience enable the student to demonstrate the ability to work autonomously and the abilities to communicate effectively with colleagues and service users through various modes and resources.</p> <p><b>Ethical, social and professional understanding</b> - Students will demonstrate the ability to work autonomously in meeting the in the professional attitudes and values across a range of practice learning environments. Practice learning environments and practice supervisor’s role modelling within legal, national and governing bodies.</p> <p><b>Collaboration, teamwork and leadership</b> – Students will demonstrate the ability to work autonomously in meeting the in the collaborate with service users, colleagues and other disciplines.</p> <p><b>Employability and career development</b> – enable the student to demonstrate the ability to work autonomously in meeting the key role nurses play in improving and maintaining health and wellbeing across the life span and within their specific field of practice.</p>
<b>Aims of module</b>	To enable the student to demonstrate the ability to work autonomously in meeting the Nursing and Midwifery (NMC) core proficiency outcome statements.



<b>Learning outcomes</b>	<p>On completion of this module, students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate ability to work autonomously in the assessment, planning, implementation and evaluation of person-centred, evidence-based care.</li> <li>2. Critically reflect on key theories and principles related to the seven NMC platforms and related outcome statements.</li> <li>3. Appraise the principles of leadership in evaluating the quality of care.</li> <li>4. Safely demonstrate a range of communication and relationship management skills in a compassionate, person-centred manner.</li> <li>5. Safely demonstrate a range of nursing procedures to provide compassionate, evidence-based, person-centred care.</li> </ol>
<b>Associated future nurse standards of proficiency for registered nurses (2018)</b>	<p>Please see mapping document of current programme to the Future Nurse Standards.  <a href="O:\SNM\Validation\Programmes\Approved 2020-2021\Pre-reg Nursing\Final Documents for Use">O:\SNM\Validation\Programmes\Approved 2020-2021\Pre-reg Nursing\Final Documents for Use</a></p>
<b>Formative assessment</b>	<p>Interim Feedback Meeting with feedback from Practice Supervisor and/or Assessor.</p> <p>In addition to feedback from service users and carers.</p>
<b>Summative assessment</b>	<p>Practice Assessment Documentation – Final Assessment: End of Practice Learning Experience.</p> <p>The Practice Assessor in collaboration with the Academic Assessor will undertake an assessment of student’s ability to demonstrating developing confidence and performance against these seven platforms, communication and relationship skills and nursing procedures.</p>

	Achieving and completing all of Practice Assessment Documents components.
<b>Mode of delivery</b>	Practice learning experiences in a variety of health and social care environments within the students chosen field that meet the NMC Standards for student supervision and assessment (2018) and Quality Standards for Practice Placements (NES 2008). This is a nursing practice module carried out in one practice learning locations over 9 weeks at 40 hours per week. Actual Placement hours for professional, statutory or regulatory body 337.5.
<b>School scholarship /research relevant to subject strand</b>	Links to school core research theme – Person, Family and Community Focused Health and Wellbeing.
<b>Resources</b>	<p>DELVES-YATES, C., eds., 2018. <i>Essentials of nursing practice</i>. 2nd ed. London: Sage.</p> <p>DOUGHERTY, L. and LISTER, S. eds., 2015. <i>The Royal Marsden Hospital manual of clinical nursing procedures</i>. (Student Edition). 9th ed. London: Blackwell Science.</p> <p>NURSING AND MIDWIFERY COUNCIL (NMC), 2018. <i>Future nurse: standards of proficiency for registered nurses</i>. London: NMC.</p> <p>NURSING AND MIDWIFERY COUNCIL (NMC), 2018. <i>Realising professionalism: Standards for education and training. Part 2: Standards for student supervision and assessment</i>. London: NMC.</p> <p>PRICE, J. and MCALINDEN, O., eds., 2017. <i>Essentials of nursing children and young people</i>. London: Sage.</p> <p>WRIGHT, K. and MCKEOWN, M., eds., 2018. <i>Essentials of mental health nursing</i>. London: Sage.</p>

<p><b>Indicative module content from module descriptor</b></p>	<p>The NMC core outcome statements for Part 3/4 which are grouped under 7 platforms: being an accountable professional; promoting health and preventing ill health; assessing needs and planning care; providing and evaluating care; leading and managing nursing care and working in teams; improving safety and quality of care; and coordinating care. NMC Future Nurse Annexe A: communication and relationship skills and Annexe B: Nursing procedures.</p>
<p><b>Module content</b></p>	<p>This is a practice learning module which will facilitate student learning, teaching and assessment within a range of health and social care contexts. In stage one practice learning allocation a core approach will be taken meaning students will have exposure to learning experiences across all fields of nursing supporting individuals, families and communities experiencing a range of mental, physical, cognitive or behavioural health challenges. This approach will support students in developing the knowledge and skills necessary to support the holistic care needs of the people they encounter in their practice.</p> <p>Student learning, and assessment will be underpinned by:</p> <p>The NMC 7 platforms: being an accountable professional; promoting health and preventing ill health; assessing needs and planning care; providing and evaluating care; leading and managing nursing care and working in teams; improving safety and quality of care; and coordinating care.</p> <p>Students will need to evidence continued achievement of the standards associated with platforms at an independent level.</p>

	<p>Students will have the opportunity to evidence achievement of the skills and procedures associated with the NMC Future Nurse Annex A: communication and relationship skills and Annex B: Nursing procedures.</p> <p>Practice learning will provide students with the opportunity to gain experience, and exposure to a range of environments and settings and students will use this opportunity to evidence, by the end of their programme, experience of general and specialist medicine, general and specialist surgery, childcare and paediatrics, maternity care, mental health and psychiatry, care of the old and geriatric and home nursing. This is to ensure students achieve DIRECTIVE 2005/36/EC (as amended by Directive 2013/55/EU) in relation to nurses responsible for general care. Although not an EU requirement for Children and Young People and Mental Health students, it is a programme requirement.</p>
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