**COHORT HANDBOOK**



**BSc (HONS) NURSING**

(Cohort 2015)

**ACADEMIC YEAR 2017-18**

**Year**

2

Cohort Leaders: Ruth Magowan/ Fiona Kelly

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**Welcome to Nu2!**

Your cohort leaders for this academic year are Ruth Magowan and Fiona Kelly.

The role of the cohort leaders is to undertake the general administration for each year group until qualification at the end of year 4. Please also make full use of the Hub **BSc Hons** **Nursing Programme Area**. This is a site which is constantly updated and will complement the information in this handbook. You can use the discussion area to communicate with your classmates, your year representatives and us. As much of the communication between the lecturing staff and students occurs through the Hub, please ensure you log on at least weekly to the Health Sciences school area and the year programme area.

This cohort handbook is specific to the BSc (Hons) Nursing programme and it is designed to give you useful information which you will require throughout your 2nd year and beyond. Please take the time to read it thoroughly and ask any questions you have so as you are clear as to what is expected of you.

We also **strongly** recommend you to access and read the generic QMU Student Handbook 2017/18 which is available at:

<http://www.qmu.ac.uk/school-office/programme-handbooks/default.htm>

QMU is clearly moving towards a paperless environment and email and the hub will be the main methods of contact.

If you have any problems making contact either by email or through the hub please contact IT or your personal academic tutor as a matter of urgency.

Cohort leaders’ contact details:

Ruth Magowan email [rmagowan@qmu.ac.uk](mailto:hriddell@qmu.ac.uk)

Fiona Kelly email [fkelly1@qmu.ac.uk](mailto:fkelly1@qmu.ac.uk)

## Section One: Academic Information

### The Division of Nursing at QMU

The Division of Nursing at Queen Margaret University is part of the School of Health Sciences. Within the Division we have shared values that we would like you to consider and reflect on in your time at QMU and beyond. We strive to be a collaborative and inclusive team, valuing individual strengths and talents within a mutually respectful environment. As students on the BSc Hons Nursing you too are important members of this team.

Our shared values are:

**Autonomy**: Incorporating intellectual and academic freedom while recognising professional and personal responsibility.

**Belonging**: To the team, awareness of effectiveness, to be our ‘best self’

**Challenge**: Personal and professional development, taking on roles and responsibilities

**Diversity**: Respect for all parts of self and others, acknowledgement of what we each bring to the team.

**Engagement**: Absorbed by and enthusiastic about our work; taking positive action to further our reputation and interests.

We strive to create and a person-centred culture that enables effective practices. This is based on the formation and fostering of healthful relationships between all team members and key stakeholders i.e. students, staff, colleagues in practice, the people and families we care for and others. A person centred culture has explicit values of respect for persons’ self-determination, mutual respect and understanding. Over time this will empower all of us to engage in continuous development and quality enhancement in all areas of our practice.

### Staff roles within the BSc (Hons) course:

**Programme Leader -** The role of the Programme Leader is to undertake the management and co-ordination of the BSc (Hons) Nursing programme over all 4 year groups.

**Cohort leaders** - The role of the cohort leaders is to undertake the general administration for a year group and they should be the **first** point of contact when you have a general question about the BSc (Hons) Nursing.

**Module co-ordinators -** The role of the module co-ordinators is to teach, plan and manage a specific module on the BSc (Hons) programme. If you have a general question regarding the specific module, direct your questions to the module coordinator.

**Personal Academic Tutor (PAT)** - The role of the PAT is to provide support and guidance throughout your academic studies. This includes academic support as well as pastoral support. You will be allocated a PAT in your 1st week and will normally continue with that person for all 4 years of the course. More info can be found at:

<http://archive.qmu.ac.uk/induction/documents/pat-student-leaflet.pdf>

**Clinical supervisors** - The role of the clinical supervisor is to meet with you while you are on clinical placement and support you in achieving your learning outcomes. Your supervisor will be allocated approximately 2 weeks before placement and you will be contacted by them in advance of the placement.

If you cannot get in touch with your cohort leaders or your module co-ordinator, then assistance should be sought from your Personal Academic Tutor. The Programme Leader should be contacted **only** if you have not been able to contact your cohort leader, module co-ordinator or personal academic tutor. This will allow us to deal with your issues more quickly and effectively.

### School Administration

Our school office administration staff for the BSc (Hons) Nursing programme are Eleanor Swift and Gintare Zuromskaite. Any correspondence should be emailed to [schooloffice@qmu.ac.uk](mailto:schooloffice@qmu.ac.uk) . This will be directed to them and dealt with appropriately.

If you do hand anything directly into the school office, please ensure you say who it is for and receive a receipt to say it has been accepted.

### QMU Electronic Registration of Attendance (ERA)

The aim of attendance registration is to facilitate improved attendance, to identify students considered at risk of dropping out of their course and to provide signposting towards academic and pastoral support and guidance.

As is the current practice in a number of Universities across Scotland and the rest of the UK, attendance registration will be carried out in relation to the University’s Student Attendance Policy and has been implemented with the direct support of the Students’ Union. Attending classes timetabled in your Programme of study is a vital part of student engagement – students who attend have consistently been shown to achieve better exit grades than those whose attendance record is below what is expected of QMU students.

All new and returning taught students (undergraduate and postgraduate) must use their Student Smartcard to register their attendance with the Smartcard readers each time they enter a timetabled teaching or learning event. The Smartcard readers are usually located near the door in each classroom, so on entering each session you must pass your card across the reader. There is a 30 minute time window during which you must present your card to the relevant electronic reader; 15 minutes before and up until 15 minutes after the start of class. It is therefore extremely important that you arrive as close to the start time as possible.

For more information, go to

<http://archive.qmu.ac.uk/quality/gr/student%20attendance%20policy%20-%202015.pdf>

### Sickness and Absence

There is an absence policy for QMU students which can be viewed at:

<http://archive.qmu.ac.uk/quality/documents/student%20absence%20policy%20.pdf>

We understand that there are times when you may become unwell and have to take time off.

However, you must inform the university by completing an absence form whether you are in university or on clinical placement.

You may self-certify for up to one week of absence and would not require a GP certificate.

If you are off for longer than that you must get a medical certificate from your GP. This certificate should then be brought or scanned in to the school office.

We **do expect** an absence form to be e-mailed in for **all** absences which can be found here:

<http://intranet.qmu.ac.uk/sites/schoolHealthSciences/Forms/STUDENT%20ABSENCE%20FORM.pdf>

If you are absent for 2 weeks or more and we have no notification of this, we have to inform SAAS (Student Awards Agency for Scotland). **SAAS will stop your bursary if you are absent without leave.**

This is a link to the SAAS should you need to check anything out:

<http://www.saas.gov.uk/full_time/nmsb/index.htm>

### Email at QMU

You will be given a QMU email address. Staff will contact you via this address. You will find that your mailbox will fill up quite quickly so please try to empty your in and out boxes regularly. If we cannot get an email to you, then we have no other way of contacting you. We will also use the Hub and will post messages on these sites regularly. You will receive a tutorial on the use of Blackboard during your induction. You will be given information about ‘Netiquette’ prior to using this.

When you contact staff at QMU by email they may not respond to your email immediately. Please do not send the same email around different members of staff if you do not get an immediate response. Please also ensure that you are sending your email to the correct email address. Students’ email addresses are written in upper case e.g. – [LMCKINLAY@qmu.ac.uk](mailto:LMCKINLAY@qmu.ac.uk) and staff email addresses in lower case e.g. [lmkinlay@qmu.ac.uk](mailto:lmkinlay@qmu.ac.uk) .

### Holidays

You will be given the times of your holidays within the academic year. Please take a note of these and let anyone who might book a holiday for you know them too. **We do not authorise holidays within the semesters** i.e. you do not get holidays from time at University or when you are on placement. The academic calendar is on page 19. You can see your holiday dates there. It is also worth noting the reassessment week and not booking holidays for then (just in case!).

### Overview of the academic year 2017 – 2018

**QMU (Semester 1)**  Weeks 2-9 (11th September – 30th October 2017)

**Placement** Weeks 10-16 (6th November – 18th December 2017)

**QMU (Semester 2)** Weeks 21-29 (22nd January– 19th March 2018)

*(Including revision and assessment)*

**Placement** Weeks 31-38 (2nd April – 21st May 2018)

**OSCA reassessment** Week 40 (beginning 4th June 2018)

**Other reassessment** Week 47 (beginning 23rd July 2018)

### Student Staff Consultative Committee

We have a Student Staff Consultative Committee for the BSc Hons programme. We invite representatives from each year to join this committee. The purpose of this is to ensure an adequate and effective opportunity for discussion between students and staff, in a context that allows wide student participation.

The function of the Committee is to provide a forum for constructive discussion about the programme in general terms, of the demands of the programme on students, and of possible developments.

The Committee will consider any matters directly related to the programme and report or make recommendations as felt necessary to the Programme Committee. The Programme Committee has a responsibility for the organisation of the BSc Hons and is also part of the quality assurance mechanisms of the University.

The membership of the Student Staff Consultative Committee shall be drawn from staff teaching on the programme and student representatives; there should be more students than staff at each meeting. The student membership should cover the main subject areas and activities of the programme. It is appropriate for a student to convene the committee and a member of staff to act as secretary.

We would like two students from the class to volunteer as representatives. Representatives will attend Student Staff Consultative Committee meetings over the course of the academic year. Every representative receives training from the student union to help facilitate their role.

<https://www.qmusu.org.uk/class-reps>

### Guidelines for Assessment

You will see on page 20 the assessment schedule for second year. Within each module you will be given assessment guidelines; however it is very important that you follow department and University guidelines about presentation, referencing, plagiarism and scholarly work. These can be accessed on the following link;

<http://archive.qmu.ac.uk/lb/information/guides/writeandcite2017.pdf>

The Library Services webpage also has a range of helpful information, so please take some time to read this.

<http://www.qmu.ac.uk/lb/>

You are strongly advised to look closely at the assignment guidelines in the individual module handbooks. Make sure you **answer the question** set and check the submission dates carefully.

**All assignments must be typed or word-processed and should include:**

* **A statement affirming** that you are the author of the essay/ paper and that you have acknowledged the help you have received in the next section. You should not sign this in order to comply with the requirements of anonymous marking.
* **A statement of your word count.**
* **Confidentiality:** This must be preserved at all times whenever circumstances involving real people and places are under discussion. Names, addresses and identifiable details of persons, institutions and geographical locations should all be altered to make them unrecognisable. A note indicating that you have done this should be included at the beginning of your work. This is particularly important in the preparation of portfolios.
* **Grammar and spelling:** It is important that your final piece of work does not include errors of spelling and grammar. If you know that you have problems in these areas, why not use *spell check* on the word processing system and/ or ask a friend to check for you? This is NOT cheating; it is recommended practice to seek help editing your work. Ensure you proof read your assignment carefully prior to submission.
* **Word Limit**: There are penalties for exceeding the word limit in assignments.
* **Non-submission of assignments:** A grade G is given when students fail to submit an assignment without an indication that extenuating circumstances exist. The Board of Examiners then may make the decision not to offer the student an attempt to retrieve the module.
* Use only one side of the paper.
* Font should be no less than ’12’
* Lines should be spaced no less that 1.5.
* Margins - these should be wide. The standard margins of a word processing system are usually adequate.
* Except for the 'Contents' page, all pages should be numbered consecutively throughout the work.
* Avoid polypockets or plastic folders, as this interferes with marking
* Ensure that your work is adequately stapled.
* Prior to submission please put your work through TurnitinUK. You will be given a tutorial about using this. Please attach a copy of the originality report to the hard copy of the assignment you submit.

### On line submission

There is information in the Nursing Undergraduate Hub area.

### Notification following the Board of Examiners

Each year, your academic profile is presented to an Exam Board. The purpose of the Board of Examiners is to make:

* an assessment of each student on each module assessed
* an overall assessment of each student's performance and a decision on progression at each intermediate stage of the programme
* a decision on the award to be granted to each student on completion of, or decision to exit from, the programme

If you are unsuccessful in any part of, or all of a module the Board of Examiners may require students to take re-assessment. In such cases the full Board of Examiners shall, at the meeting where it decides to offer a re-assessment, determine:

* the students to be offered re-assessment, and in which modules
* the nature of the re-assessment for each student
* the consequences to be attached to the re-assessment results
* the membership of the re-assessment meeting of the Boards of Examiners
* the means whereby the views of the External Examiner (if she or he has indicated

non-attendance at the re-assessment meeting) are to be obtained.

Following the Board of Examiners, your transcript is available for you to view on the student portal on a date determined by the school office. Any information about reassessment or resubmission will be emailed to you by the school office. If you are unsure about any aspect of this you should email [schooloffice@qmu.ac.uk](mailto:schooloffice@qmu.ac.uk)

### Extensions and Extenuating Circumstances

The University’s procedures for the consideration of extenuating circumstances seek to ensure that all students are treated fairly, are not disadvantaged by circumstances beyond their control, and that the standards of the University’s awards are maintained.

It is accepted that, from time to time, circumstances beyond a student’s control may affect her/his ability to undertake assessment on time, or may affect her/his performance in assessment. It is also recognised that assessment periods can be stressful. However, students need to be able to plan and manage their time and their workload, to meet deadlines, to cope with a certain level of stress, and to manage their University studies alongside other responsibilities in life.

You are given some guidance about this when you start the programme and can discuss it with your PAT.

You have a responsibility to manage your learning, revision and assessment activities throughout each semester or assessment period. It is essential that you plan carefully and manage your workload throughout this time, and do not leave too much coursework, learning, revision or similar activities to be undertaken late in the semester or assessment period. Similarly, when examinations are to be taken at the end of a semester or assessment period, you should conduct revision throughout the semester, and not limit it to the period shortly before sitting examinations.

It is also essential to recognise that illnesses and difficult life events do occur, and that it is a normal part of life to have to manage these and continue with work or study.

If you believe that you have extenuating circumstance then you must contact your PAT or the Programme Leader as soon as possible.

You must complete an extenuating circumstances form and submit this to the programme leader (Lesley McKinlay) or the school office as soon as you can and include any evidence requested. The form can be found at:

<http://archive.qmu.ac.uk/qguide/?org=https://www.qmu.ac.uk/quality/documents/Extenuating%20Circumstances%20Form%202015.doc>

It is important that you understand the process and complete the appropriate documentation as soon as you can.

### Complaints

The University has a Complaints Handling Procedure which can be found here:

<http://archive.qmu.ac.uk/quality/documents/guide%20to%20complaints%20for%20students.pdf>

The Procedure has three stages: frontline resolution, investigation and external review.  If a student has a complaint, they should discuss this with someone in the area which the student wishes to complain about (for example, for a complaint relating to speech and hearing sciences, this should be discussed with the Programme Leader or Module Coordinator for the module concerned).  The complaint will be considered under frontline resolution (unless complex) and a response will usually be given within 5 working days.  If the complaint is complicated, it is the student’s choice to take it to investigation stage immediately or it may be referred to the investigation stage by the person the student determined to discuss the complaint with at frontline resolution.  Should the complaint be considered under the investigation stage, a response will normally be received within 20 working days.

Any queries about the complaints procedure or any complaints written on the Complaints Form may be emailed to [complaints@qmu.ac.uk](mailto:complaints@qmu.ac.uk)

## Section Two: Placement Information

### Preparation for Clinical Practice

Before you go on placement there are several things that must be completed. There is some information on the following page about these. Other information will be given throughout the semester. You will also have timetabled preparation for practice sessions for your skills and practice modules.

### Moving and Handling

Moving and Handling will be provided by a team from QMU who are qualified OHSAS (Occupational Health and Safety Advisory Service) Moving and Handling instructors. **It is a mandatory requirement of the NHS that you undertake manual handling training before starting placement. You must attend all scheduled sessions and a record of attendance will be taken**.

Your Moving and Handling will take place **before you go out on placement**. You will be given the times and dates of your sessions nearer the time.

You will also have an online assessment to complete which must be done prior to your first clinical placement. This is part of the overall assessment of Clinical Practice 1 and you must achieve 80%.

**Scottish Infection Prevention Control Educational Package (SiPCeP):** A requirement prior to working in clinical practice is that you compete this infection prevention and control on-line package. If you have already completed Cleanliness Champion then you do not have to do SiPCeP.

This will be incorporated into the Skills and Practice 2 module and the foundation level must be completed in semester 1. The intermediate level must then be done in semester 2 prior to your 2nd clinical placement. The Skills and Practice module team will give further information about this.

**In-hospital resuscitation:** This is incorporated into the Skills and Practice module. Please ensure you attend or arrange another session if you cannot attend.

**Management of Aggression training-** as with M+H, there is now a requirement that every student receives training regarding de-escalation and management of aggression prior to going out to clinical placement. Sessions are being facilitated by Dawn Jansch and Fiona Stewart. Many students will have done this training in induction week but again, please ensure you do have a planned session if you missed this as it is a mandatory requirement.

### Placements

Throughout the programme you undertake a range of clinical placements. You will be allocated your placement approximately 4 weeks before you are due to start. Placements for QMU students are organised by Edinburgh Napier University in collaboration with the programme leader. They have a responsibility to organise all student nurse placements for NHS Lothian and NHS Borders.

We have limited scope to swap and alter placements, but we do keep a record of your experiences.

While on placement you have to keep a record of the hours that you work and any sick time that you have. Once you have completed the BSc Hons Nursing, the Programme Leader has to confirm that you have undertaken the number of clinical hours expected by the NMC. If you have been off for any reason, we will ask Edinburgh Napier University placement team to organise a placement to enable you to make up these hours. In the first instance this will take place over the summer break.

If you are receiving support from the Academic Disabled Student Coordinator (ADSC) or from Student Services for difficulties that may have an impact on your placement, this will have been included in your Individual Learning Plan. Normally and with your consent, your placement supervisor or the ADSC will contact your mentor and discuss any reasonable adjustments that can be made. It is important that a certain level of information is shared with your mentor, to enable them to support you in practice.

If you do identify any difficulties while you are on placement it is crucial that you discuss it with your clinical supervisor or PAT as soon as you can.

While you are on placement you will be allocated a mentor from the clinical practice area. The mentor will be responsible for completing your professional and mentor assessment. In your final placement of the programme you will have a ‘sign off’ mentor. This role is specific to students who are preparing to register with the NMC.

We will explain different shift patterns to you in your Skills & Practice modules, but you will work day and night shifts at various points throughout your placements.

You will have a supervisor from QMU who is a member of the lecturing team. You will be given information prior to going on placement about meeting for clinical supervision and how to achieve your learning outcomes.

### Student Award Agency Scotland (SAAS)

This is an agency of the Scottish Government that provides financial support to all eligible students doing a course of higher education in the UK. If you are awarded a bursary then you will have an agreement with SAAS. It is essential that if there are any changes to your circumstances, i.e. you decide to leave the programme or are off for any considerable period of time that you seek advice from Student Services at QMU in the first instance. They will assist you in the process of informing SAAS if this is necessary.

If SAAS pay your bursary and you are not entitled to it then they will ask for it to be repaid. There are links on the SAAS website to ‘frequently asked questions’ which you may also find helpful.

<http://www.saas.gov.uk/>

### Travel Expenses

If your university fees are covered by SAAS then you will be entitled to claim travel expenses while you are on placement. The Scottish Government produced the following guidelines about the application for expenses.

* Travel claims should be based on the cheapest fare available. Students should be purchasing weekly/monthly tickets where applicable rather than single tickets. (Also young person rail cards and zone cards should be utilised where appropriate)
* Private transport should not be claimed for except in exceptional circumstances where public transport is not available. This should be approved prior to commencement of placement
* Accommodation costs are restricted to a maximum of £15 per night. Students will be expected to cover the cost of the difference themselves. Slightly higher claims will be considered where there are exceptional circumstances and this must authorised by the institution prior to placement commencing (students may be required to meet part of the extra cost)
* To help improve and speed up the payment on placement claims, previous requests have been taken on board, that when a form has been submitted and is to be returned for any reason, forms will be returned to the institution who has authorised the payment.
* To ensure these are returned to the appropriate person you are required to provide a maximum of 2 contact names, the email address and postal address to which they should be sent.
* Forms will be marked with the reason for return and the contact name will also be emailed to advise that there are forms being returned to allow the person to look out for them.

## Section Three: Professional Behaviour

### Nursing at University

There are many things that you will want to do as a student and many things that you will become involved in. You do, however, need to remember that Nursing is a profession and as such, even as a student, you are expected to abide by the Nursing and Midwifery Council (NMC) Code of Conduct. The NMC has an area of their site specifically for students. We would strongly advise you to look at this site. The link is:

<http://www.nmc.org.uk/education/becoming-a-nurse-or-midwife/when-studying-to-be-a-nurse-or-midwife/guidance-for-students/>

<https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf>

### Professional Behaviour

We expect you to behave in a professional manner both in the university and on placement. This is something that will be assessed while you are on placement. We will explain more about this in different classes. This is also important in the way you communicate electronically within the University. There is a policy about etiquette when using the internet and the University could take disciplinary action against students (and staff) who do not adhere to this policy.

### Social Networking Sites

Social Networking sites (e.g. Facebook, Flickr, youtube, Instagram, hi5, twitter etc) are used by many of you and us. However you do have to be careful when uploading information about yourself or others onto these sites. Potential employers can and will access these sites to find out about people they have interviewed or want to employ. Something that seems funny or harmless in the moment may cause problems in later life. Please think carefully about how you use these and also keep yourself safe.

If you post information or photographs on a social networking site that are thought to be inappropriate then QMU can investigate this. It is possible that in this situation, students will be referred to the Fitness to Practice Committee of the University.

The NMC provide guidance for students and registrants about the use of social networking. Some of this guidance, taken from the NMC website is included here:

<https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/social-media-guidance.pdf>

The Code contains a series of statements that taken together signify what good nursing and midwifery practice looks like. It is important that you display a commitment to these standards including:

“Ensure that you use all forms of oral, written and digital communication (including social media and networking sites) responsibly”.

Nurses and midwives may put their registration at risk, and students may jeopardise their ability to join our register, if they act in any way that is unprofessional or unlawful on social media including (but not limited to):

* sharing confidential information inappropriately
* posting pictures of patients and people receiving care without their consent
* bullying, intimidating or exploiting people
* building or pursing relationships with patients or service users
* stealing personal information or using someone else’s identity
* encouraging violence or self-harm
* inciting hatred or discrimination

This list is not intended to be exhaustive. We highlight the relationship between social media use and the Code in the next section.

### Good Health and Good Character

The core function of the NMC is to establish standards of education, training, conduct and performance for nursing and midwifery and to ensure those standards are maintained, thereby safeguarding the health and wellbeing of the public. We undertake to instil these values in you as a student. When you are on placement your mentors will do the same. One of the areas that is monitored is ‘Good Health and Good Character’. The NMC states that:

**Good health**

Good health is necessary to undertake practice as a nurse or midwife. Good health means that you must be capable of safe and effective practice without supervision. It does not mean the absence of any disability or health condition. Many disabled people and those with long-term health conditions are able to practise with or without adjustments to support their practice.

Long-term conditions such as epilepsy, diabetes or depression can be well managed and would then not be incompatible with registration.

Temporary health conditions do not necessarily mean a person is not fit to practise. For example having a broken leg may mean a person is not fit to work for a period of time. It does not mean they are not fit to practise as they can reasonably expect to recover fully and return to work.

**Good character**

Good character is important as nurses and midwives must be honest and trustworthy. Your good character is based on your conduct, behaviour and attitude. It covers examples such as someone who knowingly practises as a nurse or midwife before they are on the register, or someone who signs a student off from an educational programme while being aware of poor behaviour.

It also includes any convictions and cautions that are not considered compatible with professional registration and that might bring the profession into disrepute. Your character must be sufficiently good for you to be capable of safe and effective practice without supervision.

<https://www.nmc.org.uk/globalassets/sitedocuments/registration/character-and-health-decision-making-guidance.pdf>

This is why you will have completed PVG application through Disclosure Scotland, Criminal Records Bureau checks or have had to provide other information prior to commencement on this programme. We continue to monitor issues such as this throughout your time at QMU and you will be asked to confirm your ‘fitness to practice’ status at the beginning of each academic year. QMU has a Fitness to Practice Committee. The University’s expectations of students are similar to that of the NMC and are summarised below. There is a link to the QMU policy below.

When you re-matriculate at the beginning of each academic year, you are also expected to declare any changes in your status.

### QMU Fitness to Practice Policy

If you are a student on a health related programme which leads to professional registration, you need to be aware that the University has to confirm that you are 'fit to practise', in terms of health, character and physical capability. The Health Professions Council and the Nursing and Midwifery Council produce standards of conduct, performance and ethics which provide information on behaviour of students that is likely to affect their admittance to the profession concerned. There is also guidance on health conditions.

You must ensure that you are fully aware of the standards expected for the profession for which you are in training.

Your eligibility for registration may be affected by a number of factors including, but not limited to:

* A criminal conviction or caution that is out with the provisions of the Rehabilitation of Offenders Act
* Allegations of unprofessional or unethical conduct
* A declared disability
* A health condition with the potential to affect fitness to practise.

It is important that you know that misconduct either in University, on placement or in private life may have implications for your future as a healthcare professional. You have a duty under our regulations to make the University aware of any changes to your circumstances which might affect your Fitness to Practise.

If the University has a concern about your fitness to practise, then an investigation will be initiated in line with the University's Fitness to Practise Policy. A full copy of the policy can be found under university regulations at the following website address:

<http://archive.qmu.ac.uk/quality/documents/fitness%20to%20practise%20policy.pdf>

### Clinical Simulation Suite (Room 3120)

You will be taught skills in the Clinical Simulation Suite. As we stated in your letter, you are expected to wear your uniform in the suite. There may be occasions when we ask you not to, but we will let you know. There is also a code of conduct for the suite on your Hub site and in the suite. On some occasions students from other years will be in the suite too.

There are risk assessments available for all the activities that you will undertake in the Clinical Simulation Suite (CSS). It is **essential** that you attend your induction to the Clinical Simulation Suite and understand these assessments and their purpose. This is a similar practice to the NHS where there are risk assessments in all areas.

There are changing rooms and lockers on level 2 and lockers on level 3 of the University. Please change in the changing rooms and not in the toilets.

You will be given information about laundering your uniforms before you go on placement. It is your responsibility to look after your uniforms.

The CSS code of conduct is available on the Skills and Practice Hubsite. Please ensure you have read this and follow it at all times when in the CSS.

### Health and Safety at QMU

Your health and safety are important at QMU and to ensure this is maintained there are several issues you should be aware of:

In a **medical emergency** at QMU, you should call 2222 from any of the phones in the classrooms or hallways. This will connect you with security who will send a first aider and will call an ambulance. It is important that as student nurses you still follow this protocol and do not take the responsibility to undertake first aid.

In the event of a **fire**, the alarm will sound and you will be directed to leave the building. There are trained fire wardens who will assist if required. There is a fire alarm test every Wednesday at 1315 so you will quickly become aware of the procedure.

There will be a fire lecture added to your timetable in semester 1 which you will be expected to attend. This is a requirement prior to going into clinical placement.

**Moving and Handling update** will be required in second year and most of the cohort will have received updated training in induction week. There will also be ‘mop-up’ sessions added to the timetable for any student who was unable to attend this or have just joined us into year 2.

Should you have any questions or concerns, please do not hesitate to contact your PAT or one of us.

The Nursing team wish you all the very best for year 2 and in your future studies.

Enjoy NU2!

Best wishes

*Ruth Magowan and Fiona Kelly*

**Academic Year 2017-18 – BSc Hons Nursing**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Week Beginning | Week | **NU1** | | | **NU2** | **NU3** | **NU4** | **Rest of QMU** |
| 7 August 2017 | 49 |  | | |  |  |  |  |
| 28 August 2017 | 52 | International Induction | | |  |  |  | Intnl Induction |
| **4 September 2017** | 1 | 6th – 8th Induction | | |  |  |  | StudentInduction |
| 11 | 2 | Teaching Starts  IPE Wed all day | | | Teaching Starts | Teaching Starts | Teaching Starts |  |
| 18 | 3 | IPE Wed am | | |  |  |  |  |
| 25 | 4 | IPE Wed am | | | IPE2 Friday 29th |  |  |  |
| **2 October 2017** | 5 | IPE Wed am | | |  |  |  |  |
| 9 | 6 | IPE Wed am | | |  |  |  |  |
| 16 | 7 | IPE Wed am | | |  |  |  |  |
| 23 | 8 |  | | |  | IPE 3 Mon/ Tues | IPE4 Wed |  |
| 30 | 9 |  | | |  |  |  |  |
| **6 November 2017** | 10 |  | | | Placement | Placement |  |  |
| 13 | 11 | **Placement** | | |  |  |  |  |
| 20 | 12 |  | | |  |  |  |  |
| 27 | 13 |  | | |  |  |  |  |
| **4 December 2017** | 14 |  | | |  |  |  | Revision/Assessment Sem1 |
| 11 | 15 |  | | |  |  |  | Revision/Assessment Sem1 |
| 18 | 16 | University closes Friday 22rd Dec | | | |  | University closes Friday 22rd Dec | |
| 25 | 17 |  | **HOLIDAY – UNIVERSITY CLOSED** | | | | | |
| **1 January 2018** | 18 |  | **THURSDAY 4th JANUARY 2017 – UNIVERSITY OPENS** INTER–SEMESTER BREAK – NON TEACHING WEEK | | | | | |
| 8 | 19 |  | **INTER–SEMESTER BREAK – NON TEACHING WEEK** | | | | | |
| 15 | 20 |  | **SEMESTER 2 STARTS** | | | | | |
| 22 | 21 | **Teaching Starts** | | **Teaching Starts**  IPE2 presentations Wed/ Thurs | | Teaching Starts | Annual leave |  |
| 29 | 22 |  | |  | |  | **IPE4- Tues/ Wed** |  |
| **5 February 2018** | 23 |  | |  | |  | **Placement** |  |
| 12 | 24 |  | |  | |  |  |  |
| 19 | 25 |  | |  | |  |  |  |
| 26 | 26 |  | |  | |  |  |  |
| **5 March 2018** | 27 | Revision  IPE Presentations (Wed) | |  | |  |  |  |
| 12 | 28 | Assessment | | Revision- NU2 | |  |  |  |
| 19 | 29 | Annual Leave | | Assessment- NU2 | | Revision- NU3 |  |  |
| 26 | 30 | **Placement** | | Annual Leave- NU2 | | Assessment/ IPE3- NU3 |  | **Good Friday 30th** |
| **2 April 2018** | 31 |  | | Placement- NU2 | | Annual Leave NU3 |  | **Easter Monday 2nd** |
| 9 | 32 |  | |  | | Placement- NU3 |  |  |
| 16 | 33 |  | |  | |  |  | **Revision Sem 2** |
| 23 | 34 |  | |  | |  |  | **Revision/Assess Exams start 25th** |
| **30 April 2018** | 35 |  | |  | |  |  | Assessment Wk |
| **7 May** | 36 |  | |  | |  |  |  |
| 14 | 37 |  | |  | |  |  |  |
| 21 | 38 |  | |  | |  | Consolidation Week |  |
| 28 | 39 |  | **Exam Boards completed 1st JUNE 2018** | | | | | |
| **4 June 2018** | 40 |  |  | | | | | |
| 11 | 41 |  | **Results available on Student Portal from 11th June 2018** | | | | | |
| 18 | 42 |  |  | | | | | |
| 25 | 43 |  |  | | | | | |
| **2 July 2018** | 44 |  | **Graduation – Friday 6th July 2018** | | | | | |
| 9 | 45 |  |  | | | | | |
| 16 | 46 |  |  | | | | | |
| 23 | 47 |  | Re-assessments | | | | | |
| 30 | 48 |  |  | | | | | |
| **6 August 2018** | 49 |  | Clearing (tbc) | | | | | |
| 13 | 50 |  | Clearing (tbc) Undergraduate Reassessment Boards of Examiners completed | | | | | |
| 20 | 51 |  | **Reassessment results available on Student Portal from 22nd Aug 2018** | | | | | |
| 27 | 52 |  |  | | | | | |
| **3 September 2018** | 1 |  | New Student Induction Week: 3rd – 7th SEPTEMBER 2018 | | | | | |
| 11 | 2 |  | **SEMESTER 1 STARTS – STANDARD PROGRAMMES** | | | | | |

### 

### Modules undertaken in year 2

|  |  |  |
| --- | --- | --- |
| **TITLE** | **CODE** | **CREDITS** |
| Enquiry Based Learning 1: Learning to assess and care for ill adults | N2355 | 30 |
| Enquiry Based Learning 2: Caring for the adult with complex health care needs | N2356 | 40 |
| Interprofessional education (IPE) 2 | N2345 | 20 |
| Skills and practice 2 | N2357 | 30 |

### Placement Pattern Year 2

|  |  |
| --- | --- |
| **Semester 1** | **Semester 2** |
| Medical Placement or Surgical Placement  7 weeks starting in week 10 | Medical Placement or Surgical Placement  8 weeks starting in week 31 |

### Timeline of events 2017/2018: Year 2 2016/17 cohort : BSc (Hons) Nursing Programme

**Scan Placement**

**Docs by semester 2**

**Teaching**

**Weeks**

**Placement**

**Weeks**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Meet your P.A.T** | | | | | |  |  |  |  |  |  |  |  |  |
| **WK 1** | **WK 2** | **WK 3** | **WK 4** | **WK 5** | **WK 6** | **WK 7** | **WK 8** | **WK 9** | **WK 10** | **WK 11** | **WK 12** | **WK 13** | **WK 14** | **WK 15** | **WK 16** | **WKS 17-19** |
| **4TH Sept** | **11th Sept** | **18th Sept** | **25th Sept** | **2nd**  **Oct** | **9th**  **Oct** | **16th Oct** | **23rd Oct** | **30th Oct** | **6th**  **Nov** | **13th Nov** | **20th Nov** | **27th Nov** | **4TH Dec** | **11TH Dec** | **18th Dec** | **Holiday** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Induction:

Violence and Aggression Training

**N2355**

**Exam**

**N2355**

**Microbiology Report**

**Semester 2: 2018**

**Placement**

**Weeks**

**31-38**

**Teaching**

**Weeks**

Revision week

**Meet your P.A.T**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | | | | | |  |  |  |  |  |  |  |  |  |  |
| **WK 20** | **WK 21** | **WK 22** | **WK23** | **WK 24** | **WK 25** | **WK 26** | **WK 27** | **WK 28** | **WK 29** | **WK 30**  **holiday** | **WK 31** | **WK 32** | **WK 33** | **WK 34** | **WK 35** | **WK 36** |
| **Jan 15th** | **Jan 22nd** | **Jan 29th** | **Feb 5th** | **Feb 12th** | **Feb**  **19th** | **Feb 26th** | **Mar**  **5th** | **Mar 12th** | **Mar 19th** | **Mar 26th** | **April**  **2nd** | **April 9th** | **April 16th** | **April**  **23rd** | **April**  **30th** | **May 7th** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**N2356**

**Assignment**

**IPE 2**

**Assignment**

**Oscas**

**N2356**

**Formative reflective account**

**IPE presentations**

**N2356**

**Exam**

**Re-assessment Exam**

**Board**

**Nursing**

**Celebration event**

**Exam**

**Board**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Placement**  **Cont.** | |  |  |  | C:\Users\hriddell\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GAVN4LFS\mejores-gadgets-verano-2-660x330[1].jpg | | | | | | |  |  |  |  |  |
| **WK 37** | **WK 38** | **WK 39** | **WK 40** | **WK 41** | **WK 42** | **WK 43** | **WK 44** | **WK 45** | **WK 46** | **WK 47** | **WK 48** | **WK 49** | **WK 50** | **WK 51** | **WK 52** |  |
| **May 14th** | **May**  **21st** | **May 28th** | **June 4th** | **June 11th** | **June 18th** | **June**  **25th** | **July 2nd** | **July 9th** | **July 16th** | **July 23rd** | **July 30th** | **Aug**  **6th** | **Aug 13th** | **Aug 20th** | **Aug 27th** |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Submit Practice Placement Portfolio**

**Deadline for re-submissions**

### BSc Hons Nursing. NU2 Assessment Schedule 17-18

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module** | **Co-ordinator** | **Credits** | **Assessments** | **Markers** | **Moderators** | **EE** | **Cohort** | **Submission Date** |
| **2nd Year** |  |  |  |  |  |  |  |  |
| Learning to Assess & Care for Ill Adults  (N2355) | Helen Riddell | 30 | Seen Exam (80%)  Microbiology- lab report (20%) | Anne  Anne | Helen  Helen |  |  | Week 12  Week 14 |
| Caring for the Adult with Complex Healthcare Needs (N2356) | Fiona Kelly/ Anne Williams | 40 | Exam  Assignment  3,000 words | Anne  Team: FK, H, BL | Helen  Anne |  |  | Week 29  Week 32 |
| Skills & Practice 2 | Lesley McKinlay | 30 | OSCA  Practice Placement Portfolio |  |  |  |  | Week 29  Week 38 |
| IPE2 |  | 20 | Presentation  Written Account  1500 words |  |  |  |  | Week 21 (24th and 25th Jan)  Week 32 (Wed 11th Apr) |

### Module Descriptors



Module Descriptor

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title** | | **Enquiry Based Learning: 1 Learning to Assess and Care for Ill Adults** | | | | | **Code**  **N2355** | | | | |
|  | | | | |
| **SHE Level** | | | **2** | Semester & Mode of Study | Semester 1  Full Time | | **Credit Rating** | | | | |
| **SCQF Level** | | | **8** | **30** | | | | |
| **Module Co-ordinator** | | | | **Helen Riddell** | | | | | | | |
| **Module Team** | | | | **Fiona Kelly, Anne Williams, Ailsa McMillan** | | | | | | | |
| **Pre-requisites** | | | | **Satisfactory completion of Year 1 modules or equivalent** | | | | | | | |
| **Co-requisites** | | | | **Clinical Practice 2: Learning to care in different contexts** | | | | | | | |
| **Prohibited Combinations** | | | |  | | | | | | | |
| Aims: To develop evidence-based knowledge to facilitate nursing assessment and care delivery in a variety of settings, using an enquiry based learning approach. | | | | | | | | | | | |
| Learning Outcomes  On successful completion of the module the student will be able to: | | | | | | Assessed in this module | | A | B | C | D |
| L1 | Demonstrate and apply understanding of the structure, function and integration of the gastrointestinal system. | | | | | Yes | | √ | √ |  | √ |
| L2 | Demonstrate integration of microbiological and physiological responses to infectious agents. | | | | | Yes | | √ | √ | √ | √ |
| **L3** | Use enquiry based perspectives to examine client needs in different care settings. | | | | | Yes | | √ | √ |  | √ |
| **L4** | Explore the contribution of research based sources of evidence for nursing | | | | | Yes | | √ | √ |  | √ |
| **L5** | Describe the principles of patient assessment and care delivery in different care settings within the context of collaborative care | | | | | Yes | | √ | √ |  | √ |
| **L6** | Explain the rationale for specific nursing assessment and interventions, with reference to nursing and biopsychosocial theory. | | | | | Yes | | √ | √ |  | √ |
| **L7** | Debate professional issues related to quality and ethics in nursing care delivery | | | | | Yes | | √ | √ |  | √ |

A – Knowledge and Understanding

B – Intellectual Skills

C – Practical Skills

D – Transferable Skills

|  |
| --- |
| **Learning Experiences:**  72 hours total contact  Applied science 24 hours  Group Work: 34 Hours  Lecture: 14 hours  228 hours self directed  The module will engage the student in the following types of learning experiences:  Group work, lectures, practical laboratories (including computer assisted learning), independent learning. |
| This module will use an enquiry based learning approach. Students will work in small groups and share learning with their peers. Groups will explore and validate their conception and perceptions using reality based clinical scenarios. Lecturer/ clinical expert facilitators will be available to support groups during each scenario. Other learning activities may be provided to support the EBL process e.g. expert lecturers or tutorials, open forums. Learning will be aligned with the skills module and applied science lectures and tutorials. |
| **Assessment Pattern:** |
| Summative assessment:  2,500 word assignment: based on case study analysis (70 % of total mark)  Laboratory report (30%of total mark ) |
| **Can this Module be Anonymously marked? Yes If No please provide an explanation.**  Assignment can be marked anonymously |
| **Content :**  Microbiology, physiology, pharmacology pathophysiology of the gastro-intestinal system  Using evidence:  critical scrutiny of published evidence, use of guidelines, clinical/shared governance, quality, systematic process of enquiry  Professional /ethical practice:  Accountability, code of conduct, consent, confidentiality, dignity, professional regulations for nursing practice, information giving, professional relationships, nursing philosophy, mutuality, Re-ablement  Care management:  Care planning/ pathways, risk, discharge planning, models of care, patient assessment (cardiovascular, respiratory, abdominal, pre operative) , pre and post operative care, infection control, communication, nutrition, prioritisation of care needs, documentation of care, health promotion, caring, disturbance in homeostasis (e.g anaesthesia and surgery) significant health issues (e.g. cardiovascular, respiratory diseases), therapeutic management, curative, adaptive and emergencies, interagency working, person centred care. |

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**Module Descriptor**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title** | | **Enquiry based learning: 2**  **Caring For The Adult With Complex Healthcare Needs** | | | | | **Code**  **N2356** | | | | |
|  | | | | |
| **SHE Level** | | | **2** | Semester & Mode of Study | Semester 2  Full Time | | **Credit Rating** | | | | |
| **SCQF Level** | | | **8** | **40** | | | | |
| **Module Co-ordinator** | | | | **Anne Williams/Fiona Kelly** | | | | | | | |
| **Module Team** | | | | **Helen Riddell, Bill Lawson, Megan Dickson**  **Experts from practice and clinical mentors** | | | | | | | |
| **Pre-requisites** | | | | **Completion of ‘Learning to assess and care for ill adults’ in semester 1**  **Clinical Practice 2: Learning to care in different contexts** | | | | | | | |
| **Co-requisites** | | | |  | | | | | | | |
| **Prohibited Combinations** | | | |  | | | | | | | |
| Aims: | | | | | | | | | | | |
| To further develop the skills and knowledge to facilitate nursing assessment and care delivery in a variety of settings, using an enquiry based learning approach. | | | | | | | | | | | |
| Learning Outcomes  On successful completion of the module the student will be able to: | | | | | | Assessed in this module | | A | B | C | D |
| L1 | Use enquiry based perspectives to assess biopsychosocial needs of people in different care settings | | | | | **Yes** | | √ | √ |  | √ |
| L2 | Demonstrate an understanding of the structure, function and integration of the endocrine and reproductive systems. | | | | | Yes | | √ | √ |  | √ |
| L3 | Demonstrate integration of microbiological and physiological responses to infectious agents. | | | | | Yes | | √ | √ |  | √ |
| L4 | Develop skills of critical enquiry through engagement in research discussion and exploration of nursing issues | | | | | Yes | | √ | √ |  | √ |
| **L5** | Examine the role of contemporary health and social care delivery in the support , of health, well being and illness | | | | | Yes | | √ | √ |  | √ |
| L6 | Explore different therapeutic responses available to nurses and other professionals in enabling people to adapt to health challenges | | | | | Yes | | √ | √ |  | √ |
| L7 | Reflect on their learning and contribution to group work and the process of enquiry based learning | | | | | **Yes** | | √ | √ |  | √ |

A – Knowledge and Understanding

B – Intellectual Skills

C – Practical Skills

D – Transferable Skills

|  |
| --- |
| **Learning Experiences:**  The module will engage the student in the following types of learning experiences: |
| 96 hours total contact  24 hours Applied Science  Group Work :32 hours (4 hours a week)  Enquiry related research activity (group work) 16 hours  Lectures /master classes 24 hours  304 hours self directed learning  The module will engage the student in the following types of learning experiences:  Group work, Lectures, Independent learning, Practical Laboratories (including computer assisted learning)  This module will use an enquiry -based learning approach. Applied Science lectures and tutorial groups will contribute to learning about specific aspects of case studies. Students will work in small groups and share learning with their peers. Groups will explore and validate their conception and perceptions using reality based clinical scenarios. Lecturer/ clinical expert facilitators will be available to support groups during each scenario. Through lectures and group work, students will further develop skills of literature appraisal and critique. Other learning activities may be provided to support the EBL process e.g. expert lecturers or tutorials, |
| **Assessment Pattern:** |
| Formative:  Draft reflective assignment: Write a critique with an allocation of a mark and rationale for this.  Summative:  3000 word assignment: Analysis of patient care and critique of the evidence informing care (50% of total mark) plus reflective element (20%)  Physiology examination 30% |
| **Can this Module be Anonymously marked? Yes If No please provide an explanation.** |
| Assignments can be marked anonymously |
| **Content:**  Applied Science: Microbiology, Endocrine and reproductive physiology  Professional /Ethical practice:  Consumer choice and autonomy, duty of care, advocacy, diversity (e.g. trans-cultural and gender issues) caring. Quality and risk assessment  Care Management:  Biological and psychological basis of disease (e.g. lung cancer, shock , haemorrhage and diabetes) patterns of care management, different cultures and contexts in which health and social care is delivered, health screening, health beliefs, health promotion, deviance and stigma, death. Living and dying well, grief, gender, living with mental ill health, the patient with pain, stigma, living with disability, substance abuse, sexual health, violence and aggression, therapeutic management. Managing care for clients with learning disability in primary health care and acute hospital settings. |



Module Descriptor

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title | | Professional roles and Interprofessional teamwork (Interprofessional Education 2) | | | | Code: D2146, O2126, C2137, P2135, N2345,  S2160 | | | | |
|  | | | | |
| SHE Level | | 2 | Semester & Mode of Study | Semesters 1 and 2  Full time | | SCOTCAT 20 | | | | |
| SCQF Level | | 8 | ECTS 10 | | | | |
| Module Co-ordinator | | | Evelyn Weir | | | | | | | |
| Module Team | | | Team from Nursing, Occupational Therapy, Physiotherapy, Podiatry, Radiography, Dietetics, Audiology, Speech and Language Sciences | | | | | | | |
| Pre-requisites | | | Normally successful completion of SCQF levels 7 or equivalent | | | | | | | |
| Co-requisites | | | Normally all concurrent Level modules or equivalent | | | | | | | |
| Prohibited Combinations | | | None | | | | | | | |
| Aim  The overall aim of this module is to:  Enable students to gain understanding of the core aspects of the allied health professions and core attributes of these professionals.  Knowledge and understanding of the educational and personal motivations of other professionals will enable the identification of areas of similarities and differences with political, health and social care contexts. | | | | | | | | | | |
|  | | | | | | | | | | |
| Learning Outcomes  On successful completion the student, taking an interprofessional team approach, will be able to: | | | | | Assessed in this module | | A | B | C | D |
| L1 | Define and discuss the key elements of professional ‘role’ | | | | Yes  Summative | | \* | \* |  |  |
| L2 | Compare and contrast the expertise, personal attributes and role of a range of health and social care professions | | | | Yes  Summative | | \* | \* |  |  |
| L3 | Explain the commonalities and overlap of the professional roles | | | | Yes  Summative | | \* | \* |  | \* |
| L4 | Participate in presentations concerning professional roles, expertise and interprofessional dynamics | | | | Yes  Summative | | \* | \* | \* | \* |
| L5 | Use models of reflection to identify future learning needs related to interprofessional working and collaborative practice | | | | Yes  Summative | | \* | \* |  | \* |
| L6 | Discuss the classification of health and different health models, and their relationship with Interprofessional health care | | | | Yes  Formative | | \* | \* |  |  |

A – Knowledge and Understanding

B – Intellectual Skills

C – Practical Skills

D – Transferable Skills

|  |
| --- |
| Learning Experiences  The module will engage the student in the following types of learning experiences:  Directed Learning: |
| * Key-note lecture (3 hours) * Key-note seminars (3 hours) * Directed group work related to the development of presentations and directed reading/learning activities related to three distinct asynchronous, online discussions (70 hours) * Presentation day (7 hours) * Case study analysis (7 hours)   Individual study – 110 hours  Total: 200 hours |
| Assessment Pattern |
| * + A IPE module tutor assessed 10 minute individual presentation of one aspect of professional role – 50%   + A 1500 word essay to compare and contrast the role of two health related professionals – 50%   + Engagement with WebCT discussions provides formative assessment |
| Can this Module be Anonymously marked? If No provide an explanation |
| The presentation cannot be anonymously marked  The 1500 word essay will be anonymously marked |
| Content |
| * Professionalism and professions * Duty of care * Role and function of professionals within teams * Collaboration and teamwork * Patient centred care * Effective teamworking in the working context of healthcare * The sociology of professions * Shared decision making and patient partnerships * Patient safety and ethics * Anticipatory care agenda |
| Main Texts  Atwal, A. 2009. Preparing *for professional practice in health and social care*. Chicester :Wiley Blackwell.  Day, J. 2006. *Interprofessional working – an essential guide for health and social care professionals*. Cheltenham: Nelson Thomas.  Journals  Journal of Interprofessional Care  Subject specific professional journals as directed  Web based resources  [www.nmc-uk.org](http://www.nmc-uk.org)  [www.nhshealthquality.org](http://www.nhshealthquality.org)  [www.health.ltsn.ac.uk](http://www.health.ltsn.ac.uk/)  [www.csp.org.uk/](http://www.csp.org.uk/)  [www.hpc-uk.org](http://www.hpc-uk.org)  [www.nes.scot.nhs.uk/](http://www.nes.scot.nhs.uk/)  [www.caipe.org.uk](http://www.caipe.org.uk)  [www.bda.uk.com/](http://www.bda.uk.com/)  Directed reading  Each of the three three-week discussion sessions will have a piece of directed pre-reading. This may be a policy document, journal article, or other printed material. This will be available on WebCT one week in advance of the discussion weeks. |
| **Other relevant details**  The presentation day will afford the students an opportunity to learn about and question the professional roles in parallel health arenas. Students will engage in three three-week tutor-led directed discussions via WebCT, and this will be conducted in small mixed professional groups, with students collating feedback. The case study day will be facilitated by IPE tutors and will provide the students with the opportunity to participate in collaborative practice in a simulated setting. |
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Module Descriptor

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| Title | | **Skills and practice 2: Learning To Care In Diverse Settings** | | | | | Code | | | | |
| N2357 | | | | |
| SHE Level | | | 2 | Semester & Mode of Study | Semester 1  Full Time | | Credit Rating | | | | |
| SCQF Level | | | 8 | 30 | | | | |
| Module Co-ordinator | | | | Lesley McKinlay | | | | | | | |
| Module Team | | | | Georgios Tsigkas, Dawn Jansch  Mentors from practice | | | | | | | |
| Pre-requisites | | | | Completion of BSc Hons Nursing Level 1 (SCQF 7) or equivalent | | | | | | | |
| Co-requisites | | | |  | | | | | | | |
| Prohibited Combinations | | | |  | | | | | | | |
| Aims:To develop students’ skills and professional behaviours commensurate with the requirements of the second progression point (NMC 2010) through participation in practice experience and simulation based learning.  * To enable students to develop confidence and competence in providing safe, holistic and relationship centred nursing care in a range of diverse settings. | | | | | | | | | | | |
| Learning Outcomes  On successful completion of the module the student will be able to: | | | | | | Assessed in this module | | A | B | C | D |
| L1 | Apply principles of professional and ethical frameworks in the development of nursing attributes within a range of clinical settings. | | | | | Yes | | √ | √ | √ | √ |
| L2 | Use knowledge of altered physiology to inform nursing assessment and consider the implications for care and safety of individuals and their families. | | | | | Yes | | √ | √ | √ | √ |
| L3 | Participate in the holistic assessment, planning, implementation and evaluation of care offered to individuals, carers and family members in a range of clinical settings. | | | | | Yes | | √ | √ | √ | √ |
| L4 | Reflect on the social, psychological cultural, spiritual, legal, political and economic influences on health and wellbeing at times of recovery. | | | | | Yes | | √ | √ |  | √ |
| L5 | Explain specific nursing interventions and demonstrate awareness of their appropriate application in practice and contribution to increased wellbeing | | | | | Yes | | √ | √ | √ | √ |
| L6 | Demonstrate safe application of a repertoire of nursing skills relevant to the specific context of care and an appropriate level of competency. | | | | | Yes | | √ | √ | √ | √ |
| L7 | Provide information and emotional support to individuals and families to facilitate choice and independence using a range of therapeutic communication strategies | | | | | Yes | | √ | √ | √ | √ |

A – Knowledge and Understanding

B – Intellectual Skills

C – Practical Skills

D – Transferable Skills

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| **Learning Experiences**  The module will engage the student in the following types of learning experiences:   * 575 hours of clinical practice over 15 weeks in an approved placement area including: medical, surgical and community interface including. Clinical supervision time will be included in this * 72 hours contact – lectures plus clinical skills and simulation classes using Technology Enhanced Learning e.g. Human patient simulators, manual handling update * Students will maintain a learning log, with identified learning outcomes and reflections, to a maximum of 30 hours of evidence of simulated practice   Placement areas will enable students to integrate theory and practice and gain insight into the journey experienced by people in a variety of specialities.  Skills learned in the university based simulation suite will be transferred into the real practice setting. This will enable students to consolidate and further develop competence and confidence in performing skills as part of nursing care. Mentors will have the opportunity to directly observe students application of knowledge to the safe performance of key clinical skills using a ‘Direct Observation of Practice’ (DOP) learning tool. |
| Assessment Pattern  This module attracts a Pass or Fail Grade. Students must achieve a satisfactory assessment from their clinical mentor whose name appears on the mentor register and satisfactory completion of all elements to pass the module.  There is no compensation between assessment elements of the module.  Summative   * Objective Structured Clinical Assessment (OSCA): Summative practical station. Medication and numeracy calculations will be included * Maintenance of a professional practice portfolio (including Ongoing Record of Achievement) linking practice learning and simulation. This Includes: * evidence of achievement of a successful placement assessment with a mentor and mandatory elements * Mentor feedback and assessment, (evidence to support student has met all module learning outcomes in practice and completed at least 80% of practice hours) * Record of clinical skills development. |
| Formative   * Completion of Reflective Learning activities for each Competency Domain in ORA * Clinical Tutorials: Presentation and reflective discussion of clinical snapshots/ patient cases to peer group * Completion of Direct Observation of Practice (DOP) checklists for selected key skills (Mentor feedback) |
| **Can this Module be Anonymously marked? No If No please provide an explanation.**  The students name will be identified in the practice placement portfolio.  The OSCA requires face to face assessment |
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| **Content**  This content will be related to QMUnyville families with a range of different case studies across the lifespan, including babies, children and young people, pregnant and post-natal women, people with mental health problems, physical disabilities, older people and people with long term problems. |
| **Taught Clinical skills sessions (Simulation)**   * Pre and Post Operative care * Administration of controlled medications * Administration of intravenous fluids * Hospital resuscitation * Oxygen Therapy, * Numeracy * Blood glucose monitoring * Infection prevention and control Asepsis * Male and female Catheterisation * Administration of Blood transfusions and risk assessment * Blood transfusion reactions * Anaphylaxis * Breaking Bad news, Nutrition NG tube insertion * Bowel care * Manual Handling update * Completion of NES Cleanliness Champion Programme (Unit 4-8)   **Clinical practice**: in an approved placement of 15 weeks involves application and assessment of these skills where appropriate  Clinical practice setting which enables the student to experience   * Transition from or to hospital, from or to the home and community environment * Awareness of the individual’s care journey and involvement of family and carers * Recognition of psychological, social, cultural and spiritual needs within a clinical setting   **Main Texts**  Brooker, C. & Nicol, M. (eds) 2011 *Alexander’s Nursing Practice* 4th Edition. Churchill Livingstone Elsevier: Edinburgh.  Endacott, R. Jevon, P. Cooper, S. 2009. *Clinical Nursing Skills Core and Advanced*, Oxford: Oxford University Press  Hastings, M. 2009. *Clinical Skills made incredibly easy*. London: Lippincott, Williams and Wilkins  Howatson-Jones, L .2010. *Reflective practice in nursing*. Padstow: Learning Matters.  Matthews, E. 2010. *Nursing care planning made incredibly easy*, UK edition. London: Lippincott Williams & Wilkins  Nursing and Midwifery Council [online] available:[www.nmc-uk.org](http://www.nmc-uk.org) last accessed 12/03/13  Sharples, K. 2009. Learning to learn in Nursing practice. Exeter: Learning Matters  Starkings, S., Krause, L. 2010. *Passing calculation tests for nursing students*. Exeter: Learning Matters.  The Knowledge Network (NHS e library) [online] available <http://www.knowledge.scot.nhs.uk/home.aspx> last accessed 12/02/13  UK Resuscitation Council [online] available: [www.resus.org.uk](http://www.resus.org.uk) last accessed 12/03/13 |
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| Other relevant details  This module attracts a Pass or Fail Grade. Students must achieve a satisfactory assessment from their clinical mentor whose name appears on the mentor database and satisfactory completion of all elements to pass the module. There is no compensation between elements of the module.  Students requiring reasonable adjustments will have this identified in their individualised learning plan and this will be communicated with the placement provider. |

### University and Programme Regulations

The University regulations are available on the QMU website. We would advise that you read these.

The Programme regulations are specific to the BSc Hons Nursing and are:

**NU1**: A student may be reassessed in a failed module provided that they shall not be re-assessed in more than 50% of credits in an academic year.

**NU2**: Students normally require to pass all assessments before being permitted to progress to the next year of the programme.

**NU3** (applicable to Clinical Practice Modules only):

An unsatisfactory mentor assessment in a clinical practice module must be retrieved prior to progression to the next academic level. The student will be offered the opportunity to retrieve this placement in a period of not less than 5 weeks and prior to progression to the next academic level.

**NU4** (applicable to Clinical Practice Modules only):

A student who fails the academic assessed elements of the module will be required to comply with standard QMU assessment regulations.

**NU5:** (applicable to clinical practice modules, i.e. those with academic and clinical practice learning components): In modules where assessment consists of both academic and practice based elements, no compensation will be allowed.

**NU6:** (applicable to Clinical Practice and integrated modules): Students will have one opportunity for reassessment in the mentor assessed elements of clinical practice. Should a student be unsuccessful in a second clinical practice assessment at any further point in the four years of the programme, they will normally be required to withdraw from the programme.

**NU7**: Students must submit the appropriate completed Practice Placement Portfolio (PPP) by the agreed date as stipulated by the Programme Committee. Any student who submits a completed PPP after the submission date without the agreement of the Programme Leader will normally be deemed to have failed the placement.

**NU8**: To achieve a pass in the assessment by OSCA of Skills and Practice in Year 1 the candidate must gain 70% pass and must gain a pass grade in all stations undertaken.

**NU9**: A pass grade in an OSCA will be dependent on achieving 100% of any numeracy element.

**NU10**: Applicable to integrated modules, i.e. those with nursing and applied science components. (N2355, N2356, N3617 & N3618): In modules where assessment consists of both written coursework and an integrated exam, students must achieve a minimum of 40% in each component of the assessment and cannot compensate between them.

**NU11**: Applicable to integrated modules, i.e. those with nursing and applied science components. (N2355, N2356, N3617 & N3618): Within the examinations for these modules, students must achieve a minimum of 30% in each section of the exam question with a minimum of 40% overall for the examination.

**NU12**: A candidate, who as a result of disciplinary action or a judgment of the Fitness to Practise panel, cannot continue in practice placements, will be required to discontinue his or

her studies in accordance with QMU policies: <http://www.qmu.ac.uk/quality/gr/default.htm#regs>

**NU13**: A candidate who, during the process of assessment demonstrates inaccuracy of knowledge or skill that would potentially cause harm in its clinical application will automatically fail the assessment. This will be referred to the programme leader who will investigate and take appropriate action.

**NU14**: A student who is regularly identified by academic staff, as giving ‘cause for concern’ either academically, professionally or with regards to their health status, will be referred to a Fitness to Practise Panel at the discretion of the Programme Leader.

**NU15**: A student who is undertaking the BSc (Hons) Nursing will be required to progress through the programme following the prescribed delivery of the modules as detailed in the definitive document

**Award Regulations**

**NU16:** A student who completes the third year of the programme and who wishes to exit from the programme may be awarded a Degree in Health Studies. The ordinary degree in Health Studies with Distinction will be based on Level 3 results which average 65%.

**NU17**: A student who completes the third year of the programme and who, for extenuating reasons, wishes to exit from the programme with registration, must successfully complete a further 15 weeks of placement and may be awarded a BSc degree in Nursing. The ordinary degree in Nursing with Distinction will be based on Level 3 results which average 65%.

**NU18**: A student who completes the fourth year of the programme following the Honours route, may be awarded the Bachelor of Science in Nursing degree with Honours using the classification set out in the Academic regulations

**NU19**: To be entitled to apply for registration on the appropriate part of the NMC Register, the student, in addition to being recommended for the degree must:-

• Satisfactorily complete all clinical practice placements

• complete the necessary hours to meet EC and NMC requirements.

• meet the NMC requirements for good health and good character

The minimum requirements for the completion of training for pre-registration nurses are:

• Theoretical instruction - 2300 hours

• Clinical instruction - 2300 hours

• Total - 4600 hours