

Session: 2022/23

Title of Module: Neonatal Care Work Based Learning			
Code: MIDW11040	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Carolyn Callaghan		

Summary of Module

Dedicated Neonatal Units provide specialist care for babies who require additional support and intervention at differing levels of clinical intensity including transitional, special, high dependency and intensive care. This module is aimed at staff working in neonatal units who require development of the relevant nursing skills and knowledge to provide care to infants at all levels of care and to be considered Qualified in Speciality (QiS). The expectation for the QiS level neonatal healthcare practitioner is to be able to apply knowledge to practice in terms of sound clinical reasoning, problem solving and evidence-based decision making to optimise infant outcomes.

- This work-based learning module supports uniformity of qualification and competence in Scotland by providing clear expectations of a standard knowledge content that supports skills performance in practice. Work-based learning will reflect the most up-to-date competency and capability frameworks agreed in Scotland by NHS boards and NES and endorsed by the Scottish Neonatal Nurses Group. Achievement of 400 hours of clinical practice will be supported by Neonatal Units. The current competency/capability portfolio has been contextualised to all levels of neonatal care. This will be used alongside reflective tools, a quality improvement reflective essay, a clinical skills' learning log, (that may include a small amount of simulated practice), all of which will contribute to the learning and assessment of this module.
- The above skills acquisition, contributes to the development of the UWS Graduate Attributes: Universal - inquiring, ethically minded, collaborative, and socially responsible; Work Ready - knowledgeable, digitally literate, effective communicator, motivated, and Successful - autonomous, resilient and daring.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
			✓		✓

Face-To-Face

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC

Online with mandatory face-to-face learning on Campus

HybridO

Online with optional face-to-face learning on Campus

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
			✓			

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
	✓	

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

- L1. Critically apply knowledge and skills to demonstrate competence as an autonomous practitioner.
- L2. Critically appraise complex issues within legal, policy and professional frameworks for neonatal clinical practice.
- L3. Synthesise quality improvement methodology into the clinical practice environment.

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 11. Critical application of knowledge and understanding to practice related topics. Critical engagement with detailed and specialised knowledge relevant to work-based activity.
Practice: Applied Knowledge and Understanding	SCQF Level 11. Critical analysis and evaluation of care regimes associated with own area of practice. Rationalising and evaluating the roles and functions of team members across all areas of neonatal care.
Generic Cognitive skills	SCQF Level 11. Synthesis of evidence-based information from a variety of sources to support work-based activity. Critical evaluation of clinical evidence to develop as reflective practitioners.
Communication, ICT and Numeracy Skills	SCQF Level 11. Using a range of sources of information to inform learning.

	Critical analysis and appraisal of the evidence base used to inform departmental policies and procedures.	
	Utilising numeracy skills in calculation of complex drug and fluid regimes.	
Autonomy, Accountability and Working with others	SCQF Level 11. Critically reflect on level of autonomy and accountability in one's own practice.	
	Analysing the ethical and professional aspects of practice.	
	Critical reflection and accountability on individual role and responsibilities within scope of practice.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching	
<p>To undertake this module the student must have prior agreement that appropriate clinical supervision and mentorship will be available to assume responsibility for support and competency assessment within the student's normal clinical area. A tripartite agreement between student, workplace and programme lead will be required at the outset of the module.</p> <p>Teaching and Learning activities will be focused on reflection on practice and will be delivered via the VLE. A small number of hours allocated to the 400 hours for the module may be simulated practice at on-campus skills sessions.</p> <p>The programme has a T2 start date and this module will be delivered over Trimester 2 and 3 of one Academic year and Trimester 1 of the following academic year with the assessment and practical portfolio being submitted in Trimester 1.</p>	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Practice Based Learning	400
Tutorial/Synchronous Support Activity	10
	410 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
The following materials form essential underpinning for the module content and ultimately for the	

learning outcomes:

Core reading

BAPM (2012) Matching Knowledge and Skills for Qualified in Speciality Neonatal Nurses. London: British Association of Perinatal Medicine.

Helyer, R (2015) The work-based learning student handbook (2nd Ed). Basingstoke: Palgrave Macmillan.

Lake, E. et al. (2016) 'Higher Quality of Care and Patient Safety Associated with Better NICU Work Environments'. Journal of Nursing Care Quality; 31(1): 24–32.

Scottish Government (2013) Neonatal Care in Scotland: A Quality Framework. Edinburgh: Scottish Government.

Scottish Government (2017) The Best Start: A Five-Year Forward Plan for Maternity and Neonatal Care in Scotland. Edinburgh: Scottish Government.

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:

There are no regulatory body requirements however, students should be cognisant that supporting employers have agreed to release students from paid employment to attend synchronous teaching sessions and in many cases for asynchronous activities. This module therefore requires mandatory attendance at any on-campus skills sessions. Students also assume primary responsibility for logging hours and competency completion for the work-based learning module.

Supplemental Information

Programme Board	Midwifery & Specialist Nursing
Assessment Results (Pass/Fail)	No
Subject Panel	Midwifery & Specialist Nursing
Moderator	Lyz Howie
External Examiner	T Jones
Accreditation Details	
Version Number	2 Module Coordinator, Module Delivery - WBL selected, Terms - T1 & T3 removed as this is long-thin, SI updated: Subject Panel:

	Removed wording L9-11, Moderator.
--	-----------------------------------

Assessment: (also refer to Assessment Outcomes Grids below)
<p>Practice - Summative - Pass/Fail - 0% weighting. To demonstrate professional achievement of the QiS Core Clinical Skills and pass the portfolio of practical work the following elements are required</p> <ul style="list-style-type: none"> • Evidence of 400 practice hours with a log detailing practice activities and signed off by a QiS practice mentor. • Completed set of competency/capability skills relevant to the two main areas of practice (special/transitional care and high dependency/intensive care). • All competencies/capabilities must be completed and signed by QiS practice mentors with mentor reports confirming that the student has achieved competence in the core curriculum skillsets.
<p>Theoretical - Summative – Quality improvement reflective essay (2500 words) 100% weighting.</p> <p>A pass mark must be achieved in both components in order to pass the module overall.</p>
<p>(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)</p>

Assessment Outcome Grids (Footnote A.)

Component 1						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (% of Assessment Element)	Timetabled Contact Hours	
Portfolio of practical work	✓			0	0	
Component 2						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (% of Assessment Element)	Timetabled Contact Hours	
Essay		✓	✓	100	0	
Combined Total For All Components				100%	0 hours	

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

<p>Note(s):</p> <ol style="list-style-type: none"> 1. More than one assessment method can be used to assess individual learning outcomes. 2. Schools are responsible for determining student contact hours. Please refer to

University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

Anticipatory adjustments have been made and reasonable individual adjustments to attendance and/or assessment will be available to students following discussion with a Disability Services Co-ordinator. Module materials comply with University and NHS guidance on inclusive content, learning and teaching. Specialist assistive equipment (for example electronic stethoscopes), support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. All campus-based activities take place within accessible rooms and facilities. Where a module includes a teaching modality or assessment that may cause accessibility issues (such as practical classes or practical assessment) this will be detailed in the relevant module descriptors and handbooks. Where modules require practical learning or assessment, alternative formats and/or roles will be provided for students with physical disabilities which impact participation. Students will be encouraged to discuss such issues with their personal tutor and Disability Services staff. Digital learning activities and assessments will be designed such that no student is disadvantaged by lack of access to personal IT resources.

Students are required to share this information with mentors involved in work-based learning placements, with support from their personal tutor if required. Practice partner staff, expert clinical contributors and work-based learning students (who are also NHS employees) have their own mandatory board training and development for example unconscious bias, equality and diversity and health and safety. Health Board staff work in adherence to Health Board Codes of Conduct including the NMC Code (2015). In work-based learning environments, all students are expected to respect diversity and treat all people as individuals. The student should expect the same from staff, clients and the general public.

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)