

University of the West of Scotland

Module Descriptor

Session: 2023/24

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Status: Published

Title of Module: Neonatal Work Based Learning

Code: MIDW10006	SCQF Level: 10 (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

Uniformity of qualification and competence throughout the UK can only be achieved by providing clear expectations of a standard knowledge content that supports skills performance in practice national drivers for nursing include standardisation of levels of competence. At QIS level the expectation is for the neonatal nurse to be able to apply knowledge to practice in terms of rationalising judgements, problem solving and making clinical decisions in order to optimise infant outcomes.

Competency within the RCN guidance (2011) at QIS level is presented across the seven Knowledge and Skills Framework (NHS, 2004) core dimensions and linked with the Neonatal Quality Framework (Scottish Government, 2013).

The above can be directly related to neonatal nursing practice and a core clinical skills set for neonatal nurses linking knowledge to skills development will be used. These skills in conjunction with those identified by BAPM and RCN in the Qualified in Speciality document have been utilised in the development of a competency tool. The tool has been contextualised to both special and intensive neonatal care and a clinical skills learning log has been developed which is used in the learning and assessment of this module.

The above skills acquisition, contributes to the development of the **UWS Graduate Attributes: Universal** critical thinking, analytical, inquiring, culturally aware, emotionally intelligent, ethically-minded, collaborative, research-minded and socially responsible; **Work Ready** - knowledgeable, digitally literate, effective communicator, motivated, potential leader, and **Successful** - autonomous, incisive, creative, 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. Apply knowledge and skills to work competently as an autonomous practitioner
- L2. Critically evaluate and manage complex issues within the legal and professional framework for neonatal clinical practice
- L3. Apply learning through a process of critical reflection and evaluation of clinical practice.

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 10. Applying knowledge and understanding to practice related topics. Apply detailed and specialised knowledge relevant to work based activity.

Practice: Applied Knowledge and Understanding	SCQF Level 10. Analysis and evaluation of care regimes associated with own area of practice. Critiquing the roles and functions of team members within the special and intensive care environment
Generic Cognitive skills	SCQF Level 10. Synthesis of information from a variety of sources to support work based activity. Critical evaluation clinical evidence to update and inform practice.
Communication, ICT and Numeracy Skills	SCQF Level 10. Using a range of sources of information to support learning. Analysis and scrutiny of the evidence base used to inform departmental policies and procedures. Utilising numeracy skills in calculation of drug and fluid regimes.
Autonomy, Accountability and Working with others	SCQF Level 10. Reflection on level of autonomy and accountability of one's own practice. Considering the ethical and professional aspects of practice. Reflect upon 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 an appropriate team of clinical mentors will assume responsibility for support and assessment within the student's normal clinical area. Teaching and Learning activities will be focused on problem based learning and will be delivered via the VLE and a small number of face to face sessions (virtual and in person).</p> <p>The programme has a T2 start date and this module will be delivered over Trimester 3 and Trimester 1 with the assignment 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. (Chapter 12 has a good overview on work-based projects)

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.

Panesar, S.S. Carson-Stevens, A. Salvilla, S.A. Sheikh, A. (2014) Patient Safety and Healthcare Improvement at a Glance. Chichester: Wiley-Blackwell.

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

Supplemental Information

Programme Board	Mental Health, Midwifery and Health
Assessment (Pass/Fail)	Results No
Subject Panel	MHMH L9-11
Moderator	Lyz Howie
External Examiner	T Jones
Accreditation Details	
Changes/Version Number	3 Module Delivery - HybridC & WBL selected, Terms - T1 & T3 Removed as this is long-thin, LA - hours amended, SI Updated: Subject Panel: Removed wording L9-11, Moderator

Assessment: (also refer to Assessment Outcomes Grids below)

Summative -Practice - Evidencing of 400 hours consolidated practice within the QIS Core Clinical Skills Clinical Learning Log and signing off of competencies. Pass/fail criteria applies. This demonstrates professional achievement of the QIS Core Clinical Skills.

Theoretical - Summative - Essay 100% weighting.

A pass mark must be achieved in both components in order to pass the module overall.

(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.)

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	2
combined Total For All Components				100%	2 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

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

The School of Health and Life Sciences believes that education and practitioner diversity are central to achieving quality nursing care.

Within the module, quality of care, inclusiveness and employability are achieved by:

- Provision of a welcoming and supportive culture that promotes accessibility and equal opportunities to prospective students and students.
- Promotion of confidence and knowledge of their rights as a student and employee.
- Promotion of respect and knowledge of client diversity, their needs, rights and associated practitioner responsibilities.

The above aims, supported by staff belief in fairness and equal opportunities, guide content, teaching and learning, assessment and evaluation.

Disability disclosure is encouraged throughout recruitment, selection and throughout the duration of this module. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced.

To enable the module to be responsive to the demand for equality and diversity, procedures and processes have been subject to Equality Impact Screening and where appropriate Equality Impact Assessment. Evaluation by all key stakeholders through the life of the module is also central to meeting commitments.

Further detail is available in the specific section of the Programme Specification.

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)