

Module Details	
Module Title:	Competency Based Learning in Clinical Practice
Module Code:	NUR6025-C
Academic Year:	2019-20
Credit Rating:	30
School:	School of Nursing and Healthcare Leadership
Subject Area:	Nursing
FHEQ Level:	FHEQ Level 6
Pre-requisites:	
Co-requisites:	

Contact Hours	
Type	Hours
Lectures	18
Work based learning	270
Tutorials	12

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 2 (Feb - May)

Module Aims
To enable students to develop identified skills to support the role of Clinical Practitioner or to support the delivery of care in extended roles. To extend the student`s knowledge base within a specific area of work. To enable students to apply evidence from research to practice. To enable the student to develop and apply decision making skills and negotiate care and management alongside senior members of the health care team.

Outline Syllabus
Pathophysiology of underpinning core systems and their support within the student`s area of practice. Assessment planning, implementation and evaluation of clinical skills.

Policy driver and professional issues of clinical practice.
Development of a competency statement supporting clinical practice.

Learning Outcomes

1	1.1 A systematic understanding of key aspects in enhancing practice 1.2 An ability to deploy accurately techniques of analysis and enquiry to enhance competence in practice
2	2.1 To describe and comment upon particular aspects of current research to support and develop strategies for care delivery in complex and demanding clinical environments. 2.2 Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
3	3.1 The exercise of initiative and personal responsibility 3.2 Decision making in complex and unpredictable situations

Learning, Teaching and Assessment Strategy

Research informed key lectures will deliver core content; providing students with the opportunity to acquire knowledge and develop conceptual understanding (LO). Seminars and group learning will be used to facilitate teacher/learner/ peer dialogue and inter-professional discussion and further develop and challenge conceptual understanding (LO 1.1, 2.1,2.2). Directed study provides students with the opportunity to undertake reading, participate in enquiry based learning, address individual learning needs and contextualise learning to the students own area of practice (LO 1.2,2.2). Technology will be used to enhance learning whenever appropriate and may be used to deliver core content. VLE will be used to provide access to online resources, lecture notes & external links to websites of interest and simulation in labs and practicals will be used, if appropriate, to acquire new skills. 'Work-based learning' consists of opportunities to participate in practice, enhance acquisition of skills and gain competence (LO 1.2, 2.1,2.2). Formative assessment and feedback at individual tutorials, meetings and through electronic communication will facilitate reflection and student self-assessment. LO 1.1,1.2,2.1,2.2 are assessed by Mode of Assessment 1 . LO ,1.2,2.1,2.2 are assessed by Mode of Assessment 2. Skills in practice are assessed by mode of assessment 2

Mode of Assessment

Type	Method	Description	Length	Weighting
Summative	Coursework	3000 word assignment (Must pass at 40%)	0 hours	100%
Summative	Clinical Assessment	Achievement of competency outcomes in practice document (Pass/Fail)	0 hours	%

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>.

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.