

## De Montfort University

### Course Template

#### 1. Basic information

- Course Name: European Union Nurse Adaptation (EUNA)
- Course Code: PN020A
- Level (UG, PG): Undergraduate
- Academic Period: 2015
- Faculty: HLS - Faculty of Health & Life Sciences
- Department: School of Nursing and Midwifery
- PMB: NRMW
- Offered at: DM - DMU Leicester
- Type (single, joint.): SI
- Highest Award : Institutional Undergraduate Credit
- All possible exit awards :
- Award notes :

#### Professional Body Recognition

- Accreditation by Professional/Statutory body:  

No
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- Exemption by Professional/Statutory body:  

No
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- Details  

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- Modes of attendance: Main MOA: Full-Time  
Other MOA: Part-Time
- Mode Notes:
- Course leader: Cheryl Utecht

#### 2. Entry Requirements and Profile

<p>Professional eligibility</p> <p>NMC Decision letter requiring an adaptation programme</p> <ul style="list-style-type: none"><li>• The original letter must be retained by University at enrolment.</li><li>• The letter must be dated no more than 2 years from the date of enrolment.</li></ul> <p>Academic entry criteria</p> <p>* An appropriate English language qualification includes:</p> <p>GCSE English Language at Grade C or above, or equivalent qualification</p> <p>Any other qualification which meets the University's general admission criteria: where IELTS is offered as evidence by the applicant this must be the academic test, scoring at least 7.0 in the listening and reading sections, and at least 7.0 in the writing and speaking sections, and an overall average score of 7 (out of a possible 9).</p> <p>Good health and character</p> <p>Occupational health clearance</p> <p>Enhanced CRB disclosure (plus overseas police check if not ordinarily resident in the UK since 3 months before date of NMC decision letter)</p>
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#### 3. Course Description

Characteristics and Aims

The adaptation philosophy incorporates the key beliefs about nursing and nursing education and leads to the key characteristics as follows:-

The adaptation aims to provide European Union nurses, who have undergone pre-registration training / education, with a period of core learning and / or field specific supervised clinical practice in order to meet the required knowledge, skills and proficiencies for NMC registration (NMC, 2004; EU, 2005).

The Faculty aim is to assist EU qualified nurses to adapt their professional skills to a UK context in the provision of health and social care change. Therefore we aim to support students to develop skills which will facilitate them in practice to be:

- Ø Critical Thinkers
- Ø Leaders as well as Team Members
- Ø Contemporaneous and Responsive Practitioners
- Ø Individuals who act therapeutically
- Ø Knowledge Generators
- Ø Life Wide Learners

The curricula will provide a structure for professional and ongoing development (Jarvis 1983, Eraut 1994) and supportive education for nurses from the European Union. Students undertaking the European Union Nurse Adaptation will exhibit the above qualities alongside a thoughtful and caring approach delivered through competent practice (Carper 1978; Benner 1984). The Universities recognise that excellence in health and social care practice often requires involvement with a range of professionals and agencies.

The Framework will embrace the benefits of interprofessional learning whilst preparing practitioners with the knowledge and skills to respond to the complex, diverse and evolving nature of health and social care need and provision. The Universities will also ensure that their students develop into competent staff who are able to deliver safe, high quality health care to the public (DH 2010). Additionally, all learning will highlight the need for ethical and accountable approaches which are aligned to the individual's field of practice.

The Framework will ensure that EU Nurses are equipped to provide care in a safe, compassionate, respectful and non discriminatory way. Also, students will learn to be aware of the need to maintain high standards as advancements within health and social care emerge (DH 2010) in their future practice.

It is widely recognised that the various types of practitioners in health and social care practice have a unique contribution to make in improving services and in ensuring quality in all aspects of care (Wenger 1998). The Framework intends to equip EU Nurses with the evidence based knowledge and skills to respond critically and creatively to practice challenges. Students will gain adaptive and transferable skills which will provide them with the knowledge and ability to challenge and improve practice.

The Framework has an educational philosophy that embraces the student contribution to the learning process, values prior experiences and a philosophy of adult learning that is responsive to individual experience and expectations (Dewey 1916; Carper 1978; Benner 1984; Moon 1994). Students will be equipped with academic skills to support their need for life wide learning (Eraut 1994). This experience will be underpinned by a commitment to excellence in teaching and assessment for theory and practice based learning.

#### Key Characteristics

- Students will have an individual learning agreement
- An outcomes based and competency led framework
- A commitment to Inter-professional Education and Shared learning
- Evidence of achievement of Professional Requirements, key skills, and clinical skills
- Commitment to academic personal tutoring and mentoring in practice
- Learning and teaching underpinned by research and evidence base for advancement of nursing practice

The European Union Nurse Adaptation aims to enable the student to:

1. Become a critical practitioner using reflective practice as a catalyst for change by engaging with life-long learning, develop transferable skills to enhance their nursing role and appreciate the value of education for health and society;
2. Adopt a critical and analytical approach to care and recognising the challenges of integrating theory with practice and developing theory emergent from practice;
3. Develop the skills required for autonomous practice, decision making and team working in health and social care within the UK;
4. Acknowledge the changing face of nursing, the on-going development of nursing as a profession contributing to the debate and discussion of future developments in nursing;
5. Prepare students to fulfil the requirements for registration as a Nurse with the Nursing and Midwifery Council in one of the following fields: adult nursing, children's nursing, mental health nursing and learning disability nursing.

The taught content for this module will be decided on an individual student basis by the NMC as reflected in the decision letter. The module leader will plan an individualised programme of learning to meet these requirements. This will be reflected in an individualised learning agreement.

Field specific theory and practice as specified in the NMC decision letter and will be facilitated by an individual learning agreement documents.

Core Learning:

Professional and ethical practice

Care Delivery

Care Management

Personal and professional development

#### Adult

Compensation component Field Elements

Field specific theory and practice Adult nursing field General and specialist medicine (to include high, medium and low dependency)

General and specialist surgery (to include high, medium and low dependency)

Child care and care of sick children (discipline specific placement not required)

Maternity care (discipline specific placement not required)

Mental health and psychiatry (discipline specific placement not required)

Care of older people and geriatrics (discipline specific placement not required)

Home nursing and community nursing

#### Children's Nursing

Compensation component Field Elements

Field specific theory and practice Children's nursing field Care of children in a range of care settings, including specialist medicine and surgery.

Care for children in emergency, neonatal and high dependency environments.

Care for children at home, in school, and in the community.

Work with families and carers to care for sick children of all ages

## Mental Health Nursing

Compensation component Field Elements

Field specific theory and practice Mental health nursing field Mental health nursing in a range of care settings, including acute and enduring/chronic illness

Care for children and young people who have mental health problems

Specialist mental healthcare (for example substance abuse, challenging behaviour, and care in secure and locked environments)

Care for elderly adults who have mental health problems Continuing care and rehabilitation Community care and support services

## Learning Disability Nursing

Compensation component Field Elements

Field specific theory and practice Learning Disability nursing field Learning disability nursing in a range of care environments, including residential and day-care settings

Learning disability nursing in a range of environments to support people who have complex needs and mental health problem including continuing care and rehabilitation services

Care for people of all ages (from childhood to old age) who have learning disabilities

Working with families and carers to support people with learning disabilities

## Additional theory and practice

To meet the shortfall in areas of specified theory and practice for the representative field of nursing as specified in the NMC decision letter.

## *Teaching, Learning and Assessment Strategies*

The learning, teaching and assessment strategies within this curriculum adhere to the DMU assessment policy and are underpinned by the University's Learning, Teaching and Assessment Strategy (ULTAS) (2007/08-2011/12), available at: <[http://www.dmu.ac.uk/Images/ULTAS-2007-12\\_tcm6-42200.pdf](http://www.dmu.ac.uk/Images/ULTAS-2007-12_tcm6-42200.pdf)>

The Guiding Principles of this are:

- Supporting students in their transition to and through HE
- Maintaining the currency of the curriculum
- Communicating with students
- Assessment of students.

The delivered content of relevant learning events will be accessed in the existing pre-registration curriculum by learning contract.

The Faculty (of Health and Life Sciences) Learning Teaching and Assessing Strategy (FLTAS) for Implementation reflects the University Strategy and has been utilised to inform the development of the EUNA philosophy and learning, teaching and assessment strategy.

The focus of the EUNA is student-centred learning and includes a wide variety of learning and teaching strategies. Student-centred activities include case studies, scenarios, small group work and clinically focused tutorials. This aims to facilitate the students' ability to integrate theory with practice and meet the increasingly diverse needs of our student groups.

It is through the variety of student-centred activities that all students will develop the skills to critique and synthesise ideas, evaluate and reframe arguments and apply the knowledge to clinical practice. The ability of the student to be able to evaluate the evidence base for nursing practice is a core theme.

To recognise the importance of the partnership approach between the University and our practice partners to the European Union Nurse Adaptation, the Personal Tutor, Module Tutors and Practice Mentor will work together to provide support and guidance for the student while

on placement and both will be involved in the monitoring of the students' progress, the acquisition of skills and the integration of knowledge into practice. Our practice colleagues are also involved through the development of the curriculum, the recruitment of students, the delivery of the taught element by clinical staff with particular expertise within module teams and within some theoretical assessments, which truly reflects the partnership approach to European Union Nurse Adaptation education.

The use of Technology Enhanced Learning and information technology skills will be taught and developed to enable students' to access information to maximise their learning and enable them to succeed within the modern workplace. This will include making maximum use of the Virtual Learning Environment. The DMU 'Draft threshold for the use of technologies document' have been utilised to guide the design and development of the Blackboard learning materials and will be used for each module.

There is a regional strategy for Inter Professional Education and this will be utilised in order to foster and develop the students' perception of their role within the multidisciplinary team and facilitate the students' ability to recognise the importance of and work within the multi-professional approach.

Meeting the learning outcomes

The learning, teaching and assessment strategies inherent within the European Union Nurse Adaptation are designed to ensure that students are able to take responsibility for their personal, professional and academic development as a pre-requisite for life- long learning and thus enabling a seamless transition to becoming a registered practitioner within the UK. The emphasis of individual development centred on the collection of evidence for the portfolio will enable the adaptation student to reflect on the integration of theory and practice in meaningful way.

#### 4. Outcomes

Generic outcome headings	What a student should know and be able to do upon completion of the course
• <b>Knowledge &amp; understanding</b>	No information on template.
• <b>Cognitive skills</b>	No information on template.
• <b>Subject specific skills</b>	No information on template.
• <b>Key Skills</b>	No information on template.

#### 5. Structure and Regulations

Relationship Details

Module	Credits	Level	Take/Pass	Semester	Locations
NURS2008	30.00	2	Must Pass	1, 2, X	DM
NURS2009	30.00	2	Must Pass	1, 2, X	DM

Structure

Structure notes

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Course Specific Differences or Regulations

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Numbers at sites, including partner institutions

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Relevant QAA Subject Benchmarking statement(s)

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**6. Quality Assurance Information**

QA of Workbased Learning

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Liaison with Collaborative Partners

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Procedures for Maintaining Standards

No information on template.

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**Course Handbook Descriptor**

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