

# **COLLEGE OF HEALTH & BEHAVIOURAL SCIENCES**



PRIFYSGOL  
**BANGOR**  
UNIVERSITY

## **SCHOOL OF HEALTHCARE SCIENCES POST-REGISTRATION 2011-2012**

**MODULE INFORMATION  
&**

**DEGREE PATHWAYS**

**BSc (Hons) Health Studies**

**BSc (Hons) Critical Care**



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# MODULE TIMETABLE 2011 - 2012

MODULE TITLE	CREDIT VALUE	START	FINISH
<b>SEPTEMBER 2011</b>			
MENTORING, LEARNING & ASSESSING	30	19 September	16 November
RESEARCH METHODS IN PRACTICE*	30	27 September	15 December
CONTRACEPTION & ASSOCIATED HEALTH CARE <sup>+</sup>	40	26 September	14 December
CORONARY CARE NURSING	60	15 September	19 December
CARDIAC NURSING	20	15 September	19 December
NON MEDICAL PRESCRIBING	40	1 September	8 December
SAFEGUARDING CHILDREN FROM HARM	20	15 September	20 October
FOUNDATIONS IN LEG ULCER CARE	10	8 September	9 September
PROFESSIONAL DEVELOPMENT THROUGH REFLECTION	20	15 September	8 December
<b>OCTOBER 2011</b>			
EXAMINATION OF THE NEONATE BY MIDWIVES	30	3 October	25 March
DIABETES NURSING <sup>+</sup>	30	3 October	30 January
PERSON CENTRED COUNSELLING SKILLS	20/30	10 October	8 December
FORENSICS IN LEARNING DISABILITY	30	13 October	March 2012
RETURN TO PRACTICE*	30	31 October	20 February
<b>NOVEMBER 2011</b>			
ADVANCES IN RENAL CARE <sup>+</sup>	30	1 November	6 March
<b>JANUARY 2012</b>			
RESEARCH METHODS IN PRACTICE	30	5 January	22 March
LEADERSHIP & MANAGEMENT IN HEALTH CARE	30	5 January	8 March
COGNITIVE BEHAVIOURAL PSYCHOTHERPY	20	9 January	26 March
LEGAL & ETHICAL ISSUES IN HEALTH CARE	20	26 January	29 March
EMERGENCY PRACTITIONER NURSING <sup>+</sup>	60	January	May
<b>FEBRUARY 2012</b>			
INTENSIVE CARE NURSING <sup>+</sup>	60	1 February	23 May
CARE OF ADULTS IN AN ACUTE SETTING <sup>+</sup>	60	1 February	23 May
FOUNDATIONS IN LEG ULCER CARE NURSING	10	9 February	10 February
<b>MARCH 2012</b>			
PERSON CENTRED COUNSELLING	20/30	12 March	24 April
FUNDAMENTALS OF COMMUNITY PRACTICE	30	26 March	14 May
<b>APRIL 2012</b>			
MENTORING, LEARNING & ASSESSING*	30	16 April	11 June
<b>MAY 2012</b>			
DEVELOPMENTS IN SURGICAL NURSING <sup>+</sup>	30	24 May	19 June
DEVELOPMENTS IN MEDICAL NURSING <sup>+</sup>	30	26 May	21 June
WORKING WITH YOUNG PEOPLE WITH MENTAL HEALTH CARE NEEDS	40/20	May	October
MINOR ILLNESS	30	May	July
<b>JUNE 2012</b>			
FOUNDATIONS IN CANCER CARE	20	June	October
TISSUE VIABILITY	20	WEB BASED DISTANCE LEARNING	

\* module venue is Wrexham site

+ taught at both Bangor & Wrexham sites

## **BSc (Hons) PATHWAYS INTRODUCTION**

All our BSc (Hons) pathways are available as part time modular courses to suit your needs

as a professional in employment.

Completion of all the BSc (Hons) pathways requires the achievement of 120 credits at Level 6 (Degree) plus entry level requirements of 120 credits at Level 5 (Diploma).

It is possible to enter the BSc (Hons) Health Studies with 120 credits at Level 4 (Certificate) and commence the Level 5 (Diploma) pathway, with the option of continuing onto degree level subsequently.

The time frame for completing the BSc (Hons) pathways on a part time basis is a minimum of 2 and maximum of 4 years (for degree level). NMC guidelines require the BSc (Hons) with Specialist Practice Award pathway must be completed within 2 years.

## **BSc (Hons) HEALTH STUDIES**

This pathway facilitates the development of evidence based professional practice and clinical leadership, within a multi-agency and multidisciplinary framework. The pathway covers a broad range of healthcare issues linking theory to practice. Whilst there is a mixture of generic and specialist modules, students will be able to relate their studies and assignment to their own area of practice.

This is an excellent opportunity to discuss your development needs and study plans carefully with your line manager to provide the maximum benefit for yourself, your clients/patients and team/service. Advice and support is provided on which are the most suitable modules to undertake in order to build up pathways in your field of expertise.

Successful completion of the pathway is intended to provide, extend and enhance professional practice enabling the delivery of high quality evidence based care. In addition to achieving the formal module and pathway outcomes, this pathway provides a valuable opportunity to make contact with colleagues from teams across North Wales, helping to increase understanding of diverse roles, challenges and achievements in care and service delivery.

# **BSc (Hons) HEALTH STUDIES & SPECIALIST PRACTICE AWARD IN GENERAL PRACTICE NURSING**

This pathway encompasses the latest NMC requirements for specialist practice awards. The four broad areas of; clinical practice; care and management; clinical practice leadership and clinical practice development, together with their associated outcomes form the basis of this pathway. These outcomes are addressed within the different pathway modules and are linked to, and further developed through fieldwork practice activity. Demonstration of the achievement of these outcomes is via module assignments and assessed fieldwork practice.

Prospective applicants should have current registration on the appropriate part of the NMC register and be working in a setting where the academic and clinical competencies can be achieved.

Prospective applicants are encouraged to contact the school to discuss the availability of funding for this pathway.

## **BSc (Hons) CRITICAL CARE**

High quality critical care provision is fundamental to patient safety in acute hospitals (WAG 2006). Critical care aims to meet the needs of all patients who are critically ill including those with specialist needs, and generally covers the secondary, acute care setting. This pathway is accessible for all healthcare practitioners working in critical care environments. Students undertake a compulsory 30 credit Research Methods module together with one of the following 60 credit modules:

- Coronary Care Nursing
- Care of Adults in an Acute Setting
- Renal Nursing
- Intensive Care Nursing
- Emergency/Unscheduled Care

Completion of these two core modules will give the student a total of 90 credits at Level 6 (Degree). Students may choose a further 30 credits from the optional modules to achieve the total required 120 credits for their Critical Care pathway.

The assessment strategy allows students pursuing identified optional modules to apply their learning to critical care delivery.

Students applying for any Critical Care pathway will be required to have been working in a designated critical care setting for a minimum of 6 months.

## **ASSOCIATE STUDENT PROGRAMME**

The Associate Student Programme provides qualified nurses, midwives, health visitors and allied health professionals with the opportunity to study modules of specific interest to their career at either Level 5 (Diploma) or Level 6 (Degree) without the commitment to a degree pathway.

Modules are available in the School of Healthcare Sciences at the Bangor and Wrexham sites.

Associate students may attend modules offered within the BSc (Hons) pathways without registering to complete a BSc (Hons).

Associate students may accumulate up to 60 credits at Level 5 (Diploma) or Level 6 (Degree) to count towards the completion of the BSc (Hons) Health Studies or the BSc (Hons) Critical Care pathways provided the modules were not completed more than 7 years ago.

In order to ensure a place on one of our modules students are encouraged to register early in the academic year. Please contact the school for further information.

## **CRITERIA FOR ADMISSION**

Allied health professionals need to have completed 120 credits at Level 4 (Certificate) and 120 credits at Level 5 (Diploma) if they wish to register for the degree level pathways. They should also be working in settings where academic and (if required) clinical competence requirements for individual modules can be achieved.

Nurses and midwives require effective registration on the Nursing and Midwifery Council's Professional Register and to have completed a period of practice of not less than six months from initial registration.

Prospective students are encouraged to gain their employers' support to undertake study.

If you are uncertain about your eligibility for any of our courses please contact the school to discuss further.

# MODULE INFORMATION / OVERVIEW 2011-2012

## BSc (Hons) HEALTH STUDIES

PATHWAY DIRECTOR: Mrs Gill Roberts [hssa21@bangor.ac.uk](mailto:hssa21@bangor.ac.uk)

**Module:** CARDIAC NURSING

**Organiser:** Sian Davies

**Commencing:** 15 September to 19 December 2011 (10 study dates)

This 20 credit theoretical module is taught as 10 days shared learning alongside the 15 day Coronary Care module. The student is required to access certain core themes within the Coronary Care module and then choose the areas taught that are relevant to their area of practice, be it chronic disease management or a more acute focus. The module enables the nurse to gain knowledge of the evidence based nursing practice relevant to the provision of care for cardiac patients. As a consequence it is suitable for any registered health care professional who works with patients with cardiac conditions. Assessments are theoretical, there are no clinical competencies.

**Outcomes:** To demonstrate effective understanding of the nursing care required from patients suffering from chronic cardiac dysfunction through a systematic understanding of altered anatomy and physiology in chronic cardiac disease, and critical review and application of relevant evidence-based practice.

To have a comprehensive knowledge of the psychosocial and educational nursing care of the cardiac patient.

To have knowledge and understanding of the principles of cardiac investigations, interventions and the nurse's role.

Students will be able to analyse the professional, ethical and legal issues that relate to nursing the cardiac patient.

**Assessments:** Assignment and Chronic Cardiac Disease workbook.

**Module:** CORONARY CARE NURSING

**Organiser:** Sian Davies

**Commencing:** 15 September to 19 December 2011 (15 study dates)

This 15 day module focuses on critical cardiac care nursing to enable nurses to care efficiently and effectively for individuals suffering from Acute Coronary syndromes and other critical cardiac conditions. The principle aim of the module is to enable nurses to develop the knowledge and competency, so resulting in the provision of a first class service for clients and their significant others. The module will facilitate nurses in the development of skills and a comprehensive understanding of evidence based practice. It also aims to expand the critical cardiac nurse's understanding of the importance of the provision of the long term health care of the cardiac patient, with particular regard to cardiac rehabilitation and the management of chronic cardiac disease. It is suitable to all nurses who care for cardiac patients in the acute setting. A range of theoretical outcomes and clinical competencies are assessed for this module.

**Outcomes:** To be able to effectively deliver a high standard of cardiac critical care nursing.

To have a comprehensive knowledge of the psychosocial and educational nursing care of the cardiac patient.

To have knowledge and understanding of the principles of cardiac investigations, interventions and the nurse's role.

**Assessments:** Exam, clinical competencies, assignment and workbooks.

**Module:** **CARE OF ADULTS IN AN ACUTE SETTING**  
(Shared Learning with Intensive Care module)

**Organiser:** Karen Davies/Jayne Taylor

**Commencing:** 1 February 2012 to 23 May 2012 (15 study dates)

This 15-week module aims to facilitate and guide the student to care effectively for the acutely ill/high dependency/intensive care individual and their families. The central focus is the development of existing knowledge and skills in the dynamic acute/high dependency and ICU setting to ensure the delivery of holistic patient centred care. Learning themes include anatomy & physiology, self and patient management and pertinent legal and ethical dilemmas. There is an optional opportunity for students to undertake a 2-day clinical placement in a workplace different to their own to gain a greater insight into the role of the multidisciplinary team. The applicant should have at least six months working in an ICU or Acute and/or high dependency area.

**Outcomes:** Outcomes aim to cover 5 main areas: professional issues, inter-personal skills, health promotion, research understanding, practice issues.

**Assessment:** A one hour long OSCE and viva exam comprising of 4 patient cases (15 minutes each). An assignment (4000 words) evaluating an aspect of practice. A pass in all clinical competencies. The total exam mark will account for 50% of the final summative assessment.

**Module:** **INTENSIVE CARE NURSING**  
(Shared Learning with Care of Adults in an Acute Setting module)

**Organiser:** Karen Davies/Jayne Taylor

**Commencing:** 1 February 2012 to 23 May 2012 (15 study dates)

This 15-week module aims to facilitate and guide the student to care effectively for the critically ill individual and their families. The central focus is the development of existing knowledge and skills in the dynamic ICU setting to ensure the delivery of holistic patient centred care. Learning themes include anatomy & physiology, self and patient management and pertinent legal and ethical dilemmas. There is an optional opportunity for students to undertake a 2-day clinical placement in a workplace different to their own to gain a greater insight into the role of the multidisciplinary team.

**Outcomes:** Assess, plan, implement & evaluate nursing care and the management of a critically ill patient in the Intensive Care environment.

Demonstrate application of knowledge and understanding of normal & altered anatomy and physiology.

Critically examine the contribution of the multidisciplinary team when caring for a critically ill patient / family.

Critically examine the provision & application of evidence-based practice within the speciality of Intensive Care.

**Assessment:** A theoretical examination paper that requires the student to answer essay questions designed to assess knowledge and understanding of Anatomy & Physiology; a 4000 word Literature review related to an area of the student's choice / interest and is

relevant to Intensive Care Nursing; clinical competencies and reflective accounts within 10 essential identified areas. The assignment and the exam will represent a 50/50% weighting for each assessment.

**Module:** **COGNITIVE BEHAVIOURAL PSYCHOTHERAPY**

**Organiser:** **Karen Williams**

**Commencing:** **9 January to 26 March 2012 (6 study dates)**

This module aims to enhance participants understanding of the theoretical rationale for the use of cognitive behavioural intervention techniques with individuals experiencing emotional and behavioural problems. Participants will be encouraged to effectively utilise and/or relate the principles of cognitive behavioural psychotherapy to their everyday practice. There is also the opportunity to take a critical stance on questions of evidence and research.

**Outcomes:** Critically examine the cognitive behavioural perspective of human behaviour. Examine and analyse the theoretical rationale for the use of cognitive behavioural techniques.

Examine the use and potential of cognitive therapy for people with different types and levels of disability.

Demonstrate the ability to utilise appropriately the principles of cognitive behavioural therapy.

**Assessment:** Participants will be required to produce either a 3,000 word (plus 10%max) care study or assignment.

**Module:** **PERSON CENTRED COUNSELLING**

**Organiser:** **Karen Williams**

**Bangor** **Pathway 1: 10 October to 8 December 2011 (6 study dates)**

**Bangor** **Pathway 2: 12 March 2012 to 24 April 2012 (6 study dates)**

This 20 credit module was developed in the belief that counselling skills and therapeutic relationships play an important and influential role in the provision of effective nursing and health care practice. Students are enabled to examine the key principles of Carl Rogers Person Centred Approach and to adapt and relate this to their own practice. A central aim is to empower students to enhance the therapeutic quality of their relationships with those requiring help or support.

**Outcomes:** Critically discuss central themes, principles and concepts in the Person Centred Approach

Evaluate ways in which the core counselling skills of attending, listening, questioning and reflecting can contribute to own practice

Critically examine, with reference to the Person Centred Approach, the role and function of the therapeutic relationship in the context of nursing and or health care practice

Appraise the Person Centred Approach in terms of how it may enhance the student's own practice

**Assessment:** Students are required to provide a 3000 word personal reflective discussion of their understanding of the person centred approach as well as evidence of how it might relate and apply in their own practice, together with four competencies.

**Module: CONTRACEPTION & ASSOCIATED HEALTH**

**Organiser: Lynne Edgerton**

**Commencing: 26 September to 14 December 2011 (12 study dates)**

This module is designed to provide you with the theory and practice to provide contraceptive and sexual health services to clients in this field. By the end of the module you will develop sufficient knowledge of methods of contraception and an awareness of the importance of sexual health to be able to provide optimum care for clients accessing these services. The module also takes a wider view of the health of this population by including some aspects of health promotion which are integral to an integrated contraceptive and sexual health service. On completion you will be able to advise clients not only on their contraceptive choices but on health associated with those choices and be able to refer to other appropriate agencies as required.

**Outcomes:** Critically evaluate the principles and techniques of contraception and demonstrate the clinical skills required to meet clients' need. Evaluate the theory supporting the provision of contraception and associated health. Demonstrate effective communication skills. Critically analyse the responsibilities of practitioners in a multidisciplinary team which provides contraception services. Discuss the complex ethical and legal issues that may arise in the provision of contraception.

**Assessment:** Reports and reflective accounts. Viva. Record of clinical competencies.

**Module: FOUNDATIONS IN CANCER CARE**

**Organiser: Lynne Williams**

**Commencing: June 2012 – October 2012 (6 study dates)**

This module aims to meet the needs of practitioners in all healthcare settings in light of contemporary national and local drivers in cancer care. Achievement of module learning outcomes are assessed through an assignment which is based on the student's involvement in providing care in practice, and which provides an evaluation of the impact of cancer, exploring the underlying biological, psychosocial and politicoeconomic influences, and analysing the practitioner's role in supporting the patient and the family/significant others'.

**Outcomes:** Critically appraise the politico economic and social context of cancer care in the light of national and international practice and research.

Critically examine the patho physiological effects of cancer and its treatment on the individual.

Explore the psychosocial needs of the patient (and their families/significant others) diagnosed with cancer and critically evaluate the range of therapeutic interventions required in order to meet their needs.

Evaluate the practitioner's role in supporting individuals and their families/significant others living with cancer and its treatment.

**Assessment:** A written assignment maximum 4000 words addressing all of the learning outcomes.

**Module: DEVELOPMENTS IN MEDICAL NURSING (12 study dates)**

**Organiser: Heather Bloodworth**

**Commencing: 26 May 2012 to 21 June 2012**

This 30 credit degree level module addresses the need to respond to the evolving and often demanding nature of nursing care in both acute and chronic medical settings. Although there is an increasing demand for specialised areas of practice in the 'super-specialities'

(for example in renal medicine and in cardiology where there has been a considerable fast-tracking of pioneering developments into routine clinical practice), very often the patients benefiting from the developments will also present with a wide range of co-morbid medical diseases (for example diabetes) which require the nurse to be knowledgeable in a wide range of medical diseases and their treatments to ensure that the patients receive the best possible care in every respect. This theoretical module aims to provide students with a broad pathway of education whilst at the same time integrating significant new developments in order to help facilitate nurses in achieving a high level of understanding of clinical judgment and practice.

**Outcomes:** To be able to critically discuss current approaches to the assessment and management of acute and enduring medical health problems.

To be able to critically review and explain the issues in relation to continued effective nutrition in the medical patient, including the incidence of malnutrition and key principles of effective nutritional management.

To be able to evaluate the evidence and make appropriate informed decisions regarding effective pain management.

To be able to critically appraise current approaches to health education/promotion within the context of medical health care.

**Assessment:** The module will be assessed through a 4000 word assignment together with clinical competencies.

**Module:** **DEVELOPMENTS IN SURGICAL NURSING (14 study dates)**

**Organiser:** **Heather Bloodworth**

**Commencing:** **24 May to 19 June 2012**

This 30 credit degree level module acknowledges the need to respond to the evolving, and often demanding nature of nursing care in the surgical environment. The aim of this module is to further develop the student's ability to understand the rationale for evolving evidence based practice within the dynamic surgical environment and provide effective holistic surgical nursing care over a range of surgical specialities, e.g. urology, gastro intestinal, gynaecology. This theoretical module aims to provide students with a broad pathway of education whilst at the same time integrating significant new developments in order to help facilitate nurses in achieving a high level of clinical knowledge.

**Outcomes:** To be able to critically review and explain the issues in relation to continued effective nutrition in the surgical patient, including the incidence of malnutrition and key principles of effective nutritional management.

To be able to evaluate the evidence and make appropriate informed decisions regarding effective pain management.

To be able to critically appraise current approaches to health education / promotion within the context of medical health care.

To be able to critically review legal and ethical issues within the context of the developing role of the nurse.

Evaluate current preoperative practice and consider ways of developing and enhancing surgical preparation

Appraise the nurse's role for patients within the perioperative environment.

Evaluate current postoperative practice taking into consideration contemporary theoretical perspectives.

**Assessment:** The module will be assessed through the production of a 4000 word assignment plus clinical competencies.

**Module:** **DIABETES NURSING (12 study dates)**

**Organiser:** **Gill Roberts/Heather Bloodworth**

**Commencing:** **3 October to 30 January 2011**

The module has been developed in order to provide healthcare professionals with the skills and knowledge of clinical effectiveness and evidence-based practice within diabetes. This post registration module is essential to ensure that those health care professionals working in the field of diabetes are fully au fait with the wealth of contemporary theoretical and practical knowledge relating to the management of the condition and its complications. This will enable them to deliver evidence-based practice when caring for this group of patients.

**Outcomes:** The curriculum is underpinned by the policy of 'Clinical Governance' whereby a health care professional has a duty (including accountability) to safeguard the development of improving quality of service, to develop and maintain high standards, and to create and enhance environments of care and excellence. The module will include a broad-based pathway of further post graduate level study in diabetes care.

**Assessment:** The assessment will include on line case studies related to diabetes treatment and management to be accompanied by a 4,000 word assignment relating to an issue in practice.

**Module :** **EMERGENCY PRACTITIONER (12 study dates)**

**Organiser:** **Gill Roberts**

**Commencing:** **January 2012 to May 2012**

This module aims to develop the academic and clinical requirements for the nurse or other allied health professional in either Accident & Emergency Department or Minor Injury Unit. It is also appropriate for other care givers, who are practicing in an autonomous but accountable way, providing care to patients independent of direct medical supervision. The drivers for this growth being; changes in emergency care provision, new GP contracts and the European working time directives.

To access the module students must have achieved:

- Management of the patient in a Minor Injuries environment or Accident & Emergency module.
- Level one Registered Nurse or allied health professional who have in excess of three years full time. experience in emergency care, A&E or a minor injuries unit will be considered on an individual basis.

**Outcomes:** Autonomously assess, diagnose, manage, treat or refer patients presenting with a minor injury appropriately without medical supervision.

Critically analyse and demonstrate in depth knowledge of presenting conditions in relation to diagnosis and differential diagnosis.

During physical examination be able to critically evaluate the processes used in order to make a clinical decision.

Critically evaluate the legal and ethical issues involved in patient management and through advanced practice.

**Assessment:** Clinical competencies, OSCEs, written examination and clinical portfolio.

**Module: EXAMINATION OF THE NEONATE BY MIDWIVES**

**Organiser: Jan Morris Jones**

**Commencing: 3 October to 25 March 2012 (8 study dates)**

The development of this 30 credit degree level module offers the appropriate training and clinical support to enable midwives to become proficient in this role. This in line with the Midwifery rules and standards [NMC 2004 rule 6] and the Code of professional conduct: standards for conduct, performance and ethics [NMC 2004 standard 6 ] outlines the need for the achievement and maintenance of competence in all skills required for practice. This module has been developed in response to clinical demand and offers the practising midwife an opportunity to gain the necessary knowledge and skills required to conduct a full examination of the term neonate and refer as and when necessary.

**Outcomes:** At the end of the module the midwife should be able to: Demonstrate the ability to identify normality in the term neonate with reference to the physiological adaptation to extra-uterine life.

Recognise deviations from the norm and be able to refer as necessary.

Critically discuss professional issues in relation to examination of the term neonate by the midwife.

Critically analyse the evidence to support decision making in relation to the examination of the term neonate.

**Assessment:** Completion of the Neonatal Systems Workbook. A Case Study. Clinical assessment. An Extended Essay.

**Module: FORENSICS IN LEARNING DISABILITY (12 study dates)**

**Organiser: Karen Williams**

**Commencing: 13 October to March 2011/12**

The need for this module was identified by the North Wales Forensic and Learning Disability Clinical Interest Group, which identified the importance of developing the knowledge and skills of learning disability practitioners in both community and residential care settings. The 30 credit degree level module will help staff working for example, with vulnerable adults and young people with learning disability who may have difficulties fitting in to society, are socially isolated and cannot communicate well. It was noted that whilst only a small minority of people with learning disability commit major offences, they are increasingly coming in contact with the criminal justice system.

**Outcomes:** Develop a critical understanding of forensic work and people with a learning disability, and relate this to their own work with people with learning disability.

Critically examine legal and ethical issues re- offending and learning disability and how they are addressed in practice:

Examine and critically review means of preventing the occurrence of offending behaviours re- people with learning disability, and, where appropriate, demonstrate their use in practice.

Examine and critically review means of assessment and be able to carry out assessments related to offending behaviours.

Examine and critically review care and treatment (including long term management) methods and strategies and demonstrate (if possible and appropriate) their use with clients with learning disability.

Critically review service delivery for this client group and the clients the student with whom students are working.

**Assessment:** Care study. A multiple choice questionnaire examination. Practical competencies.

**Module:** FOUNDATIONS IN LEG ULCER NURSING (2 days)  
**Organiser:** Cherie Weightman  
**Commencing:** 8/9 September 2011 and 9/10 February 2012

This 10 credit degree level module aims to equip nurses with the assessment and management skills to enable them to care for patients with leg ulcer. Content includes; the critical analysis of the relationship between underlying pathology and leg ulceration, examination of the patient's limb and perform a holistic assessment of a patient with leg ulceration, critical appraisal of the range of treatments for leg ulcer patients and justification of the selection of different therapies for leg ulcers and evaluation of the psycho-social impact of leg ulceration on the individual.

**Outcomes:** Critically analyse the relationship between underlying pathology and leg ulceration.

Examine the patient's limb and perform a holistic assessment of a patient with leg ulceration.

Critically appraise the range of treatments for leg ulcer patients and justify the selection of different therapies for leg ulcers.

Evaluate the psycho-social impact of leg ulceration on the individual.

**Assessment:** One hour MCQ examination consisting of 20 questions. Completion of the four clinical competencies.

**Module:** FUNDAMENTALS OF COMMUNITY PRACTICE (6 study dates)  
**Organiser:** Lynne Williams  
**Commencing:** 26 March 2012 to 14 May 2012

This 30 credit degree level module has been developed in partnership across Wales in order to provide education which matches the profile of different roles within community nursing teams, and which focuses attention on the challenges facing community nurses who work in a continuously changing environment.

The module is designed to help inform nurses on aspects of nursing in the community, and addresses the recommendations put forward in recent policy document. The module comprises theory and a clinical component (the clinical component is supported by sign-off mentorship).

**Outcomes:** Community as the context of care, professional role and accountability, practice in the community, family centred care.

**Assessment:** -A case study focussing on an individual or family, addressing all the learning outcomes, and a clinical portfolio to assess clinical practice for each of the learning outcomes.

**Module:** LEADERSHIP & MANAGEMENT IN HEALTH CARE (9 study dates)  
**Organiser:** Peter Morris  
**Commencing:** 5 January to 8 March 2012

This 30 credit degree level module aims through a blended, student centred learning approach, supported via e-learning, and via a critical review of theory, research and policy to develop the skills and knowledge necessary provide, effective leadership and management in a wide range of health and social care settings. The module provides an overview the to the leadership and management function within health and social care and is suitable for all staff who wish to gain skills and knowledge necessary to lead and manage effectively. The module has been developed around the following key themes; effective leadership and management, quality management and effective governance, creative problem solving and service improvement, performance and financial management and leading change; and therefore is designed to support contemporary approaches to service improvement such as Transforming Care, Safer Patient Initiative, Saving 1,000 lives, Six Sigma, Fast Prototyping (SBAR, APIE/PDSA) etc.

**Outcomes:** Theme1: Quality, Quality Management and Governance. Theme 2: Leadership and Management  
Theme 3: Leading change individual and group level change. Theme 4: Leading Service Improvement  
Theme 5: Managing Budgets.

**Assessment:** The assessment strategy for this module will consist of 3 summative components:

Critically evaluating the theory and practice of quality management within the NHS.  
Practical Service Improvement. Managing Budgets.

**Module:** LEGAL AND ETHICAL ISSUES IN HEALTH CARE  
**Organiser:** Liz Mason  
**Commencing:** 26 January to 29 March 2012 (12 study dates)

This 20 credit degree level module addresses the current climate of professional accountability and provides practical guidance to ensure health professionals work well within the safety net of the accepted legal and ethical practice.

**Outcomes:** Promote safe practice within the parameters of the law by increasing the legal knowledge base of practitioners. Provide a basis for ethical decision making in nursing practice. Ensure health professionals know their rights and duties accorded to them by the legal process. Educate health professionals as to the legal rights of the patients.

**Assessment:** 5,000 word essay linked to all the module outcomes.

**Module:** MENTORING, LEARNING AND ASSESSING  
**Organiser:** Karen Hughes. Kath Williams  
**Commencing:** 19 September to 16 November 2011 (12 study dates) - BANGOR  
16 April to 11 June 2012 (12 study dates) -WREXHAM

Passing on of knowledge, understanding and skills to patients/clients and other health care workers and professionals is vital. Having teaching and assessing skills will make this process more efficient and effective. Bangor University and colleagues from the BCUHB Trust will work in a partnership to assess the quality of learning experiences and provide

support and supervision necessary for students working within the BCUHB to achieve identified learning outcomes. The partnership will also enable students to monitor the development of their own practice, in the context of their mentor and practice teacher role. This 30 credit degree level module complies with the Nursing and Midwifery Council's (NMC) standards and outcomes for mentors to ensure quality of learning and assessment in practice of pre-registration student nurses, specialist practice nurse students, advanced nursing practice students and midwifery students. Students' who successfully complete the module will be able to apply to have their name added to an appropriate mentor register held by Health Board Trusts.

**Outcomes:** These are some of the learning outcomes: Demonstrate and justify effective relationship building skills sufficient to support learning as part of a wider inter-professional team, for a range of students in both practice and academic learning environments.

Facilitate learning for a range of students, within a particular area of practice where appropriate, encouraging self-management of learning opportunities and providing support to maximise individual potential and justify the strategies employed to facilitate learning. Assess learning in order to make judgement related to NMC standards of proficiency for entry to the register or for recording a qualification at a level above initial registration, or similar requirement, and defend this decision. Critique the extant strategies for evaluation learning in practice and academic settings to ensure that the NMC standards of proficiency for registration, or similar requirement, have been met.

Create an environment for learning where practice is valued and developed, that provides appropriate professional and inter-professional learning opportunities and support for learning to maximise achievement for individuals.

**Assessment:** A portfolio of evidence (6,000 words).

**Module:** **MINOR ILLNESS**

**Organiser:** **Gill Roberts/Heather Bloodworth**

**Commencing:** **May 2012 to July 2012 (8 study dates)**

This 30 credit degree level module aims to develop the academic and clinical requirements for the practice nurse, who is practising in an autonomous but accountable way, providing care to patients independent of direct medical supervision; thus allowing these to be able to make a differential diagnosis in relation to minor illness. This module will also be suitable for Pharmacists who offer advice and guidance relating to areas of minor illness.

**Contents:** History Taking, Clinical Governance, Paediatric, Clinical Conditions, General Assessment and Prescribing.

**Assessment:** A 3000 word case study. Achievement of clinical competencies.

**Module:** **NON MEDICAL PRESCRIBING**

**Organisers:** **Enid Jones, Karen Vipond, Cherie Weightman**

**Commencing:** **1 September to 8 December 2011 (15 study dates)**

This 40 credit degree level module was developed to replace the existing Supplementary Prescribing Pathway. Supplementary Prescribing has recently been further developed by the addition of a Prescribing Conversion Pathway which enables both nurses and pharmacists to receive further training in order to become Independent Prescribers. Both nurses and pharmacists working in primary and secondary care settings would benefit from this module. It would allow these health care professionals with both the knowledge and

expertise within their particular remit to be able to work autonomously providing improved patient care and patients being dealt with by the appropriate health care professional. This module will enable nurse and pharmacists to undertake a robust training pathway, in order to develop as independent prescribers and to meet the standards set by the Royal Pharmaceutical Society of Great Britain (RPSGB) and the Nursing and Midwifery Council (NMC).

**Outcomes:** On satisfactory completion of the pathway, the practitioner in their role as an independent prescriber will be able to:

Analyse and critically reflect on the role of the independent prescriber in their field of practice, aware of own limitations and work within their own professional competence.

Describe the pathophysiology of the conditions being treated, recognise the signs and symptoms of illness, take an accurate history and carry out a relevant clinical assessment where necessary.

Use common diagnostic aids e.g. stethoscope, sphygmomanometer.

Apply clinical assessment skills to inform a working diagnosis, formulate a treatment plan, prescribing of one or more medicines, if appropriate and carry out a checking process to ensure patient safety.

Monitor responses to therapy, review the working/differential diagnosis and modify treatment or refer or seek guidance as appropriate.

Reflect critically on the legal, ethical and professional framework for accountability and responsibility in relation to independent prescribing.

**Assessment:** An invigilated on-line examination and a portfolio containing five reflective accounts.

**Module: ADVANCES IN RENAL NURSING**

**Organiser: Heather Bloodworth, Julie Cripps**

**Commencing: 1 November to 6 March 2011 (12 study dates)**

Renal nurses are required to care for a patient group who are continually aware of the devastating effects of an acute/chronic illness. A dependence upon highly technical equipment, long-term complications of therapy and repeated exposure to life threatening situations place enormous pressures on carers, family and friends. This 60 credit degree level pathway is designed to ensure that these nurses are fully equipped to deal with these situations in what is a rapidly evolving speciality. Students undertaking this module will be able to extend their existing knowledge and skills and become knowledgeable practitioners within this dynamic and evolving specialty.

**Outcomes:** Critically discuss the physical, social and psychological needs of patients with renal disease, and demonstrate how these are being identified and addressed in the student's own practice.

Demonstrate a critical knowledge and understanding of the ethical, cultural, religious, spiritual and quality of life issues associated with renal disease, and show that such issues are addressed appropriately in day-to-day practice.

Be fully aware of, and able to participate in the delivery of treatment options, and demonstrate the ability to deal with patients who reject therapy with dialysis.

Critically examine and evaluate the role of the multidisciplinary team within the renal setting, and show that they are able to work as an effective member of such a multidisciplinary team.

Critically discuss the causes of acute and chronic renal failure, be aware of, and, when appropriate, effectively practice therapies, which retard the progression of renal failure. Demonstrate a critical knowledge and understanding of the treatment options and the potential side effects or complications commonly associated with these treatments, and be able to act accordingly.

**Assessment:** This will involve a case study of a renal problem within their own area of practice together with clinical competencies.

**Compulsory Module:** RESEARCH METHODS IN PRACTICE

**Organiser:** Graham Clarke, Jaci Huws

**Commencing:** 27 Sept to 15 Dec 2011 (12 study dates) - WREXHAM

5 January to 22 March 2012 (12 study dates) - BANGOR

This 30 credit degree level module aims to provide students with a basic understanding and appreciation of research methods/methodologies – both quantitative and qualitative – as they would be applied within a health setting. In order to facilitate their intelligent ‘consumption’ of research findings, or indeed to undertake viable research within a health setting, professionals require a sound understanding of research methods and methodologies. This module provides a basis for this, such that the student should be able to intelligently critique/review research and to be able to contribute valuably to on-going research studies.

**Outcomes:** Identify and critically evaluate the strengths and weaknesses of a range of research methodologies used in health related research.

Formulate and operationalise research questions appropriate to a health care environment. Design simple questionnaires, recognising the strengths and limitations of questionnaire use.

Understand the value of statistics within research and the application of simple statistical techniques.

Appreciate the ethical dimension of the research process, particularly as it applies within a health care environment.

**Assessment:** A 6,000 word assignment; the assignment is a project proposal.

**Module:** PROFESSIONAL DEVELOPMENT THROUGH REFLECTION

**Organiser:** Heather Bloodworth

**Commencing:** 15 September to 8 December 2011 (6 study dates)

The need for practice to be at the centre of professional learning is acknowledged. It is therefore essential that approaches which facilitate learning through practice are considered. The need for a method of learning which practitioners can use to facilitate learning through practice is needed. Reflection is thought to be a method which can facilitate this process. This module aims to enhance the practitioners’ ability to utilise reflection as a process to facilitate professional development.

**Outcomes:** Examine and discuss the concept of reflection and its theoretical frameworks and models.

Evaluate the different perspectives of reflection.

Demonstrate the ability to effectively reflect on professional practice.

Demonstrate an understanding of and ability to utilise theoretical frameworks and models of reflection.

Demonstrate the ability to achieve personal development through reflection.

**Assessment:** Theory of reflection, 1500 words. Reflective Narrative, 3500 words.

**Module:** SAFEGUARDING CHILDREN FROM HARM

**Organiser:** Liz Lloyd Williams

**Commencing:** 15 September to 20 October 2011 (6 study dates)

The overall aim of this 20 credit degree level module is to prepare professionals to take responsibility for supporting children, young people and parents to reduce risk of harm and protect from abuse and neglect.

**Outcomes:** Competing and legislative definitions of child maltreatments. Role and responsibilities of Local Safeguarding Children's Board. Relevant agencies and different workers. Recognition of abuse and neglect.

Policies and procedures both national and local e.g. access to child index register..

Common Assessment Framework (CAF) and other assessments relevant to child care/abuse.

What to do if there is concern about a child. Documentation of concerns. Writing reports for case conference/court. Child protection, investigation and basic forensic procedures. Collaboration of treatment plans. Resources available to support families.

**Assessment:** An essay or case study of 3,000 words plus clinical competencies.

**Module:** TISSUE VIABILITY

**Organiser:** Trudie Young

**Commencing:** (Initial Induction date and distance learning - dependent upon applications)

The overall aim of this 20 credit degree level module is to raise awareness of the field of tissue viability. It will cover a broad range of tissue viability topics ranging from pressure ulcers to traumatic injuries. The module will focus on wound management and prevention in a variety of clinical settings. It will attempt to equip practitioners with theory and practical skills necessary to provide a high standard of wound care to patients.

**Outcomes:** Analyse and evaluate the healing process in different acute and chronic wounds.

Critically analyse the care required for a patient with a complex wound.

Critically review wound management interventions and guidelines, their supporting evidence base and clinical and cost effectiveness.

Improve and develop tissue viability practice in clinical practice.

**Assessment:** Critical analysis scenarios - Four on-line complex wound case studies will be presented. Each scenario will consist of clinically focused questions examining assessment, diagnostic and management skills. Students will provide for example, a detailed wound description; identify key questions / investigations; and devise a management plan providing the underpinning evidence-base/rationale.

Complete an on-line multi-choice examination on the normal and abnormal healing process. Contribute to on-line discussions that review the content and the impact on practice of tissue viability guidelines, position papers, Cochrane reviews and best practice statements.

The discussion will be led by the module facilitator with contributions from the curriculum planning team. The on-line discussions will continue for the duration of the module.

**Module:** **WORKING WITH YOUNG PEOPLE WITH MENTAL HEALTH CARE NEEDS (CAMHS)**

**Organiser:** **Karen Williams / Steven Riley**

**Commencing:** **January 2012 to May 2012 (14 study dates)**

This 40 credit degree level module has been developed in partnership with CAMHS Managers from across North Wales who have contributed to its delivery where appropriate. The 20 credit degree level module option is also accessible to individuals who do not have direct contact with children and young people but would benefit for example, from increased knowledge of CAMHS service, child development theory and the range of therapeutic interventions that are available. Students who register for this module are not required to be currently working with children and young people or their families.

**Outcomes:** Enhance understanding of the structure and delivery of care within CAMHS.  
Enhance understanding of the mental health problems of children and young people.  
Enhance understanding of the interventions available to children and young people within CAMHS.

**Assessment:** 40 credits - A 4,000 word care study plus achievement of each of the clinical competencies and associated criteria. 20 credits A 4000 word assignment only.

**Module:** **RETURN TO PRACTICE (NURSING)**

**Organiser:** **Sandra Roberts**

**Commencing:** **31 October 2011 to February 2012 (15 study dates)**

This is a 30 credit level 5 diploma or 30 credit level 6 degree level programme. The minimum duration of the module is 12 weeks but many students may require a longer time to achieve practice outcomes. The number of hours of supervised clinical practice is dependent on the length of time out of practice. There will be a requirement for students to attend one of the University theoretical centres for 12 study days during the module. As from August 2006, the Nursing and Midwifery Council (NMC) Post- registration education and practice PREP standard requires registered practitioners to have practiced, by virtue of their nursing or Specialist Community Public Health Nurse (SCPHN) registration for not less than 450 hours in the preceding 3 years to maintain effective registration. The undertaking of a Return to Practice Pathway approved by the NMC is mandatory for practitioners who do not meet this standard and wish to renew their registration.

**Outcomes:** These are some of the learning outcomes prescribed by the NMC which apply to this module:

Critically discuss the influence of health and social policy relevant to the practice of nursing and/or SCPHN.

Critically discuss and demonstrate in practice an understanding of the requirements of legislation, guidelines, codes of practice and policies relevant to the practice of nursing and/or SCPHN.

Critically appraise the current structure and organisation of care, nationally and locally and its ability to facilitate effective implementation of strategy.

Critically discuss some of the current issues in nursing or SCPHN education and practice.

Utilise relevant literature and research to inform the practice of nursing and/or health visiting or school nursing.

Demonstrate and reflect on own ability to identify and assess need, design and implement interventions, and evaluate outcomes in all relevant areas of practice, including the effective delivery of appropriate emergency care.

**Assessment:** Students are required to submit a portfolio comprising:-Sections from All Wales Student Portfolio. Log of hours. Summative Assessment of Clinical Outcomes for the Supervised Practice Period including learning contract and Assessment of Professional Attitudes. Theoretical Assessment – 6,000 words

## **BSc (Hons) CRITICAL CARE- CORE MODULES**

**Compulsory Module: RESEARCH METHODS IN PRACTICE**

**Organiser: Graham Clarke, Jaci Huws**

**Commencing: 27 Sept to 15 Dec 2011 (12 study dates) - WREXHAM**

**5 January to 16 March 2012 (12 study dates) - BANGOR**

This 30 credit degree level module aims to provide students with a basic understanding and appreciation of research methods/methodologies – both quantitative and qualitative – as they would be applied within a health setting. In order to facilitate their intelligent ‘consumption’ of research findings, or indeed to undertake viable research within a health setting, professionals require a sound understanding of research methods and methodologies. This module provides a basis for this, such that the student should be able to intelligently critique/review research and to be able to contribute valuably to on-going research studies.

**Outcomes:** Identify and critically evaluate the strengths and weaknesses of a range of research methodologies used in health related research. Formulate and operationalise research questions appropriate to a health care environment. Design simple questionnaires, recognising the strengths and limitations of questionnaire use.

Understand the value of statistics within research and the application of simple statistical techniques.

Appreciate the ethical dimension of the research process, particularly as it applies within a health care environment.

**Assessment:** A 6,000 word assignment - the assignment is a project proposal.

**Module: CARE OF ADULTS IN AN ACUTE SETTING**

**(Shared Learning with Intensive Care module)**

**Organiser: Karen Davies/Jayne Taylor**

**Commencing: 1 February 2012 to 23 May 2012 (15 study dates)**

This 15-week module at 60 credits degree level aims to facilitate and guide the student to care effectively for the acutely ill/high dependency/intensive care individual and their families. The central focus is the development of existing knowledge and skills in the dynamic acute/high dependency and ICU setting to ensure the delivery of holistic patient centred care. Learning themes include anatomy & physiology, self and patient management and pertinent legal and ethical dilemmas. There is an optional opportunity for students to undertake a 2-day clinical placement in a workplace different to their own to

gain a greater insight into the role of the multidisciplinary team. The applicant should have at least six months working in an ICU or Acute and/or high dependency area.

**Outcomes:** Outcomes aim to cover 5 main areas: professional issues, inter-personal skills, health promotion, research understanding, practice issues.

**Assessment:** A one hour long OSCE and viva exam comprising of 4 patient cases (15 minutes each). An assignment (4000 words) evaluating an aspect of practice. A pass in all clinical competencies. The total exam mark will account for 50% of the final summative assessment.

**Module:** **INTENSIVE CARE NURSING**  
(Shared Learning with Care of Adults in an Acute Setting module)

**Organiser:** Karen Davies/Jayne Taylor

**Commencing:** 1 February 2012 to 23 May 2012 (15 study dates)

This 15-week module aims to facilitate and guide the student to care effectively for the critically ill individual and their families. The central focus is the development of existing knowledge and skills in the dynamic ICU setting to ensure the delivery of holistic patient centred care. Learning themes include anatomy & physiology, self and patient management and pertinent legal and ethical dilemmas. There is an optional opportunity for students to undertake a 2-day clinical placement in a workplace different to their own to gain a greater insight into the role of the multidisciplinary team.

**Outcomes:** Assess, plan, implement & evaluate nursing care and the management of a critically ill patient in the Intensive Care environment. Demonstrate application of knowledge and understanding of normal & altered anatomy and physiology. Critically examine the contribution of the multidisciplinary team when caring for a critically ill patient / family. Critically examine the provision & application of evidence-based practice within the speciality of Intensive Care.

**Assessment:** A theoretical examination paper that requires the student to answer essay questions designed to assess knowledge and understanding of Anatomy & Physiology; a 4000 word Literature review related to an area of the student's choice / interest and is relevant to Intensive Care Nursing; clinical competencies and reflective accounts within 10 essential identified areas. The assignment and the exam will represent a 50/50% weighting for each assessment.

**Module:** **CORONARY CARE NURSING**

**Organiser:** Sian Davies

**Commencing:** 15 September to 19 December 2011 (15 study dates)

This 60 credit, 15 day, module focuses on critical cardiac care nursing to enable nurses to care efficiently and effectively for individuals suffering from Acute Coronary syndromes and other critical cardiac conditions. The principle aim of the module is to enable nurses to develop the knowledge and competency, so resulting in the provision of a first class service for clients and their significant others. The module will facilitate nurses in the development of skills and a comprehensive understanding of evidence based practice. It also aims to expand the critical cardiac nurse's understanding of the importance of the provision of the long term health care of the cardiac patient, with particular regard to cardiac rehabilitation and the management of chronic cardiac disease. It is suitable to all nurses who care for

cardiac patients in the acute setting. A range of theoretical outcomes and clinical competencies are assessed for this module.

**Outcomes:** To be able to effectively deliver a high standard of cardiac critical care nursing. To have a comprehensive knowledge of the psychosocial and educational nursing care of the cardiac patient.

To have knowledge and understanding of the principles of cardiac investigations, interventions and the nurse's role.

**Assessments:** Exam, clinical competencies, assignment and workbooks.

**Module: EMERGENCY / UNSCHEDULED CARE**

**Organiser: Gill Roberts**

**Commencing: 2012-2013 To be confirmed (12 study dates)**

This 60 credit degree level module intends to provide staff from both the pre-hospital and secondary care environment with up to date clinical information and teaching. The module; which will run for approximately six months will include both face to face and online teaching methods and will concentrate on those issues important to front line clinical staff. Topics to be covered will be trauma management, acute care for medical surgical and paediatric emergencies, minor injuries, major incidents and leadership to name but a few.

**Outcomes:** assess and evaluate adult and paediatric patients presenting with a range of injuries including minor and major trauma. Assess and evaluate adult and paediatric patients presenting with surgical or medical emergencies. Evaluate different situations from both a clinical and managerial perspective including major incident management. Critically evaluate the current drivers in emergency /unscheduled care in Wales, such as the delivering emergency care document and the new AP contract.

**Assessment:** Written examination, 3,000 word assignment, achievement of clinical competencies.

**Module: ADVANCES IN RENAL NURSING**

**Organiser: Heather Bloodworth, Julie Cripps**

**Commencing: 1 November to 6 March 2011 (12 study dates)**

Renal nurses are required to care for a patient group who are continually aware of the devastating effects of an acute/chronic illness. A dependence upon highly technical equipment, long-term complications of therapy and repeated exposure to life threatening situations place enormous pressures on carers, family and friends. This 60 credit degree level pathway is designed to ensure that these nurses are fully equipped to deal with these situations in what is a rapidly evolving speciality. Students undertaking this module will be able to extend their existing knowledge and skills and become knowledgeable practitioners within this dynamic and evolving specialty.

**Outcomes:** Critically discuss the physical, social and psychological needs of patients with renal disease, and demonstrate how these are being identified and addressed in the student's own practice.

Demonstrate a critical knowledge and understanding of the ethical, cultural, religious, spiritual and quality of life issues associated with renal disease, and show that such issues are addressed appropriately in day-to-day practice.

Be fully aware of, and able to participate in the delivery of treatment options, and demonstrate the ability to deal with patients who reject therapy with dialysis.

Critically examine and evaluate the role of the multidisciplinary team within the renal setting, and show that they are able to work as an effective member of such a multidisciplinary team.

Critically discuss the causes of acute and chronic renal failure, be aware of, and, when appropriate, effectively practice therapies, which retard the progression of renal failure. Demonstrate a critical knowledge and understanding of the treatment options and the potential side effects or complications commonly associated with these treatments, and be able to act accordingly.

**Assessment:** will involve a case study of a renal problem within their own area of practice together with clinical competencies.







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