School of Nursing

Toolkit to Support Nursing Curriculum Showcase Events 2022

Module Number: ………………………………………….

Module Title: ……………………………………………….

Course: ………………………………………………………..

**BEFORE YOU BEGIN**

 **Click the ‘View’ tab on your toolbar. Under ‘Show’ tick the ‘Navigation Pane’**

This will display the contents of the toolkit on the left of your screen. Simply **click** on each item to go directly to that section.

# Introduction

The toolkit has been designed to help you prepare for a series of pre-registration nursing curriculum **showcasing events (academic levels 4-7)** in **February** **2022.** The challenges imposed by Covid-19 have meant that each and every one of us has had to realign what we do in radically different ways. The purpose of the showcasing events is to enable you to share your module(s) the way they are delivered and any innovations you have made since validation. The events will provide an important opportunity to reflect on your module(s) as part of the wider curriculum. They offer an opportunity to examine what is working well and what might change to enhance the student journey. Using this toolkit will help you reflect systematically on these areas in order to provide your colleagues with valuable insight into the curriculum as a whole.

The **showcasing events** are scheduled to take place as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Time | Aspect of RN Curriculum  | Venue |
| 02/02/2022 | 09.30am to 12.30hrs | Presentation of Modules from Year 1 | Telford Campus |
| 13.30hrs to 16.30hrs | Presentation of Modules from Year 2 |
| 04/02/2022 | 09.30hrs to 16.30hrs | Presentation of Modules from Year 3 Presentation of Level 7 Provision |

**NB:** We appreciate that not every member of the module team will be able to attend the events, **but we are looking for someone from each module to present it to colleagues.**

# How to Use the Toolkit

The toolkit has been constructed around the **golden threads** (p4). These were incorporated into the pre-registration nursing curriculum during its original design. They represent the foundations of the curriculum. We would like you to collaborate with your module team to work through the toolkit as follows:

1. **Populate all activity boxes**
2. **Create 1 or 2 (max) PowerPoint presentation slides** **from which to speak about your module(s) at the showcasing events**

# Queries about using this Toolkit

If you have any queries about the toolkit please contact **Liz Stevenson PL Learning & Teaching Enhancement** at e.a.stevenson@wlv.ac.uk

# Beyond Completion of the Toolkit

**Importantly** you should factor some planning time into your diary beyond completion of the toolkit and showcasing events should there be a need for module modification. **NB** any modifications will be from **September 2022.** The aim in any modification is to support inclusivity, reduce the attainment gap and promote progression and continuation; this is not to say we are reducing any professional requirements which need to meet the NMC future nurse standards**.**

To meet QCU requirements **applications for module modifications** will need to be submitted by the end of **February 2022**.

# Revisiting the Golden Threads

The golden threads were woven into the curriculum during its design. In the coming pages each of these is addressed.

# The Connected Curriculum

At the heart of the pre-registration nursing curriculum is the **connected curriculum** (Fung, 2017) a model intended to strengthen and synergise the relationships between **research, learning and teaching**. Undertaking research and inquiry is a new experience for most undergraduate students; hence they need support and encouragement if it is to be a successful experience. In the following pages you will be asked to consider how this relationship is fostered within modules and across the curriculum as a whole.

**The Connected Curriculum (Fung 2017)**

1. **Describe how your module supports this approach**

# The Constructivist Philosophy Supporting the RN Curriculum

The connected pre-registration curriculum is based on a **constructivist philosophy** which sets out to **develop students’ knowledge and skills cumulatively and incrementally** in ways intended to help them revisit familiar concepts over the three years of their course and examine them in progressively more complex ways.

**Using the table below identity how this is evidenced**

|  |  |
| --- | --- |
| **Aspect of Learning** | **Where Revisited in Other Modules** |
|  |  |
|  |  |
|  |  |
|  |  |

# Constructive Alignment

The curriculum is also supported by the **Constructive Alignment Model (Biggs, 2003).** This means there should be a meaningful relationship between the module learning outcomes, learning and teaching activities and the ways outcomes are assessed **formatively and summatively**.

Biggs (2003)

**Begin by inserting your Module Learning Outcomes below.**

**Module Learning Outcomes**

4.

Continued overleaf

**1. How does the module content assist the student to achieve this LO?**

**2. Where else in the curriculum is the student able to develop increasingly complex knowledge (and skills) in relation to this LO?**

1. **Explain the relationship between the LOs, methods of learning and teaching and assessment strategy (formative and Summative)**
2. **What are the future actions arising from your analysis of the module?**

# Learning and Teaching in Practice

Following on from the preceding section use the boxes below to think about:

* **How the module is delivered**
* **How Assessment strategies are embedded into the module**
* **Attainment and progression data**

# How the Module is Delivered

|  |  |
| --- | --- |
| **% Time Scheduled Learning & Teaching is Face to Face?** | **% Time Independent or Guided Learning Activities** |
|  |  |

|  |  |
| --- | --- |
| **Describe the Pedagogic Approaches that support Scheduled Learning and Teaching** | **Describe the Pedagogic Approaches that support Independent or Guided Learning Activities** |
|  |  |
|  |  |
|  |  |
|  |  |

# How Assessment is Supported

|  |
| --- |
| **Describe the Assessment Support Strategies within the Module (assessment cafes etc)** |
|  |

# Attainment and Progression

|  |
| --- |
| **Drawing on available data provide a description of the attainment and progression for this module (number of pass rates 1st and 2nd attempt, referrals, general observations) *insert tables if appropriate*** |
|  |

# Inclusive Framework

As a university we are committed to an inclusive approach to curriculum design and delivery. The inclusive framework which can be found [here](https://canvas.wlv.ac.uk/courses/9918/pages/inclusive-framework) consists of four overarching principles articulated in the following questions:

1. **Principle A: Where am I in the curriculum?**
2. **Principle B Are we removing obstacles to student success and progression?**
3. **Principle C Are our students co-creators?**
4. **Principle D How are we developing our inclusive lens?**

Taking each of these questions provide evidence of how you are working towards the inclusivity principles

**Principle A: Where am I in the curriculum?** *Think here about the lived experience of your students and how this is reflected in their module.*

**Principle B Are we removing obstacles to student success and progression?** *Think here about the steps you take to minimise barriers to learning. For example, think about assessment literacy and the anticipatory design of learning and teaching approaches used in the module.*

**Principle C Are our students co-creators?** *Think here about the extent that you involve students in shaping their module.*

**Principle D How are we developing our inclusive lens?** *Think here about your own reflective practice as an academic and how you address diversity in the module.*

# Research and Enquiry

In 2020 Dr Anita Goldschmied was asked to undertake a report to identify **research activities within the pre-registration nursing curriculum**. The previous course had three dedicated research modules, one in each year. The revised curriculum follows the principles of a connected curriculum where **research is embedded in the modules**. It is therefore important to establish where research is addressed.

A number of recommendations emerged from the report but of particular importance to this review is the first recommendation:

**Create resources based on the research skills’ map accessible by all relevant modules**

Use the table below to evidence **how** you have responded to this recommendation

|  |  |
| --- | --- |
| **Recommendation** | **What and how are research skills evidenced in your module?** |
| **Make the research skills more explicit and visible in the modules and attached timetables** |  |

# Interprofessional Education (IPE)

IPE enables two or more professions to learn with, from and about each other to improve collaborative practice and quality of care (Centre for the advancement of interprofessional education (CAIPE), 2002). It is accepted that learning together for healthcare professionals can cultivate awareness, trust and respect, whilst at the same time promoting holistic care and patient/client-centred awareness, which can often suffer when healthcare professionals do not have a sufficient awareness or understanding of each other’s roles (Hinshelwood & Skogstad, 2000).

**Identify where in your module (where applicable) opportunities for IPE have been timetabled.**

|  |  |
| --- | --- |
| **Aspect of Module** | **IPE Opportunity** |
|  |  |
|  |  |
|  |  |

# Service User & Carer /Citizen Engagement

The implementation of the new citizen engagement policy is about engaging with citizens in the wider community. We need to ensure that we have sufficient citizen engagement in every PSRB programme and that this is mapped out.

Using the table below identify where in your module there are opportunities or existing arrangements for service user / citizen engagement.

|  |  |
| --- | --- |
| **Aspect of the Module** | **Details of Opportunities /Existing Arrangements**  |
|  |  |
|  |  |
|  |  |

# Pharmacology and Prescribing Opportunities

If your module contains elements of pharmacology or prescribing please note them below

|  |  |
| --- | --- |
| **Aspect of pharmacology /prescribing** | **How this is addressed** |
|  |  |

# Genomics

We need evidence of how genomics has been woven into the curriculum. Use the table below to identify this in relation to your module(s)

|  |  |
| --- | --- |
| **Aspect of Genomics covered and how** | **Module learning outcome** |
|  |  |

# Reflective Practice

A large part of professional development involves looking back at lived experiences and trying to make sense of them. While students often do this subconsciously we would like you to identify where more deliberate activities have been planned into your module designed to foster reflective practice.

|  |  |
| --- | --- |
| **Aspect of the Module** | **How Reflective Practice if Fostered** |
|  |  |
|  |  |

# Finally

Thank you for engaging with this toolkit. Ongoing reflection like this is crucial to module and course review and development and we look forward to hearing all about your module(s) at the showcasing events.

Remember that