

Module Specification

Module Summary Information

1	Module Title	Developing Enhanced Gastrointestinal Practice
2	Module Credits	20
3	Module Level	6
4	Module Code	LBR6651
5	Semester Taught	2 (March)

6	Module Overview
<p>This 20 credit module is a stand-alone module that will sit within the Flexible and Work Based Learning (FWBL) Framework. The Framework supports your personal and professional development by providing you with a diverse range of learning opportunities. This module is relevant to you as a healthcare professional, including nurses, physiotherapists, dietitians, caring for people within the field of gastroenterology. This module can be undertaken as a stand-alone module or as part of the degree-level award in gastrointestinal care.</p> <p>The aim of the module is to equip you with the knowledge, confidence and skills to develop your clinical practice within the gastrointestinal field. You will have the opportunity to develop skills of enquiry, reflection and problem analysis. A blended learning approach is taken that incorporates classroom and self-directed activities that include Moodle based activities, in line with the University's learning and teaching strategy. You will be encouraged to think critically and share practice experiences with your fellow students, as well as engaging in both directed and self-directed learning activities. You will be an active partner in your own learning and development and in return you will receive feedback and feedforward aimed at developing your academic skills.</p>	

7	Indicative Content
<p>During the module, the following topics will be covered:</p> <p>Clinical topics: including management of inflammatory bowel disease and colorectal cancer.</p> <p>Condition management: including nutrition, medication management</p> <p>Role Development: including self-development, interview skills, policies and standard operating procedures</p>	

8	Module Learning Outcomes
<p>At the end of the module, in order that students gain necessary knowledge and skills to be able to safely manage their own patient cases, they will be able to:</p>	
1	Critically apply relevant knowledge to evaluate the influence of work-based protocols and/or procedure documentation on your clinical care
2	Examine the current evidence base, critically analyse gastrointestinal practice within your clinical setting
3	Analyse how this learning has supported or developed your knowledge and clinical practice

9 Module Assessment			
Learning Outcome Number	Coursework	Exam	In-Person
1, 2 and 3	100%	n/a	n/a

10 Breakdown Learning and Teaching Activities		
Learning Activities	Hours	Details of Duration, Frequency and other comments
Scheduled Learning (SL) includes lectures, practical classes and workshops as specified in timetable	20	Three days – non-consecutive taught days over a five-day period
Directed Learning (DL) includes placements, work-based learning, peer group learning external visits, on-line activity, Graduate+, peer learning, as directed on VLE	30	Online learning with iCity and Moodle such as literature searching, reviewing sample assignment, revision of study skills
Private Study (PS) includes preparation for exams	150	Study on gastrointestinal topic, protocol and procedure writing and assignment writing
Total Study Hours:	200	

11 Key Texts and Online Learning Resources	
<p>Burch, J., Collins, B. (2021) <i>Oxford Handbook of Gastrointestinal Nursing</i>. 2nd edn. Oxford: Oxford University Press.</p> <p>Dye, C.F. (2017) <i>Leadership in healthcare: essential values and skills</i>. 3rd edn. Health administration press. Available at: https://librarysearch.bcu.ac.uk/discovery/fulldisplay?docid=alma991002248429706701&context=L&vid=44BCU_INST&lang=en&search_scope=Online_Resources&adaptor=Local%20Search%20Engine&tab=Online_Resources&query=title,contains,leadership,AND&facet=rtype,include,books&mode=advanced&offset=0</p> <p>Henwood, S. (2014) <i>Practical leadership in nursing and healthcare</i>. CRC press LLC. Available at: https://librarysearch.bcu.ac.uk/discovery/fulldisplay?docid=alma991003075164606701&context=L&vid=44BCU_INST&lang=en&search_scope=Online_Resources&adaptor=Local%20Search%20Engine&tab=Online_Resources&query=title,contains,leadership,AND&facet=rtype,include,books&mode=advanced&offset=0</p> <p>McGee, P. (2019) <i>Advanced practice in healthcare: dynamic developments in nursing and allied health professionals</i>. Available at: https://librarysearch.bcu.ac.uk/permalink/44BCU_INST/15fig5r/alma991003073733306701</p> <p>Van Putte, C., Regan, J., Russo, A., Seeley, R. (2019) <i>Seeley's anatomy and physiology</i>. McGrae-Hill US Higher Ed ISE. Available at: https://ebookcentral.proquest.com/lib/bcu/detail.action?docID=6110562&query=anatomy+and+physiology</p>	

The assignment consists of two integrated parts that need to be submitted to the Moodle site. A 3000 word assignment +/-10% (excluding the reference list) **included** within this word limit is a short work-based protocol or short procedure document related to an area of gastrointestinal practice (words for the protocol/procedure are included in the 3000 words and should **not** be submitted as an appendix). The assignment will critically apply relevant knowledge to evaluate the influence of work-based protocols/procedure documentation within your clinical practice. You will examine the current evidence base, critically analysing gastrointestinal practice within your clinical setting. You will also analyse how this learning has supported or developed your knowledge and clinical practice.

Assessment submission deadline(s)	Submission method (e.g. electronic/Moodle/other)	Return of work (Date not 20 days)
Course dates 18, 20, 22 March 2024 Submission date 11 June 2024 (midday)	moodle	09 July 2024
Exceptional Circumstances explanation		
Assessment resubmission deadline(s)	Submission method (e.g. electronic/Moodle/other)	Return of work
20 August 2024 (midday)	moodle	17 September 2024
*Resubmission deadline(s) are only relevant if you are unsuccessful in your first attempt – please see University Regulations on resubmission policy and procedure.		

Marking Criteria

Undergraduate bands

	0 – 39%	40 – 49%	50 – 59%	60 – 69%	70 – 79%	80 – 100%
	Fail	Third	2:2	2:1	First	First
Criterion 1 Mark:	Critically apply relevant knowledge to evaluate the influence of work-based protocols and/or procedure documentation on your clinical care					
	You fail to provide critical application of relevant knowledge to evaluate the influence of work-based protocols/procedures on your clinical care	You provide an adequate level of critical application of relevant knowledge to evaluate the influence of work-based protocols/procedures on your clinical care	You provide a clear level of critical application of relevant knowledge to evaluate the influence of work-based protocols/procedures on your clinical care	You provide a thorough level of critical application of relevant knowledge to evaluate the influence of work-based protocols/procedures on your clinical care	You provide an excellent level of critical application of relevant knowledge to evaluate the influence of work-based protocols/procedures on your clinical care	You provide an exceptional level of critical application of relevant knowledge to evaluate the influence of work-based protocols/procedures on your clinical care
Criterion 2 Mark:	Examine the current evidence base, critically analyse gastrointestinal practice within your clinical setting					
	You are unable to examine the current	You adequately examine the current	You show a clear examination of the current	You show a thorough examination of the current	You show an excellent examination of the current	You show an exceptionally accurate and detailed

	evidence base to critically analyse practice in your clinical setting	evidence base to critically analyse practice in your clinical setting	evidence base to critically analyse practice in your clinical setting	evidence base to critically analyse practice in your clinical setting	evidence base to critically analyse practice in your clinical setting	examination of the current evidence base to critically analyse practice in your clinical setting
Criterion 3 Mark:	Analyse how this learning has supported or developed your knowledge and clinical practice					
	You fail to analyse how this learning has supported/ developed your knowledge and clinical practice	You adequately analyse how this learning has supported/ developed your knowledge and clinical practice	You clearly analyse how this learning has supported/ developed your knowledge and clinical practice	You thoroughly analyse how this learning has supported/ developed your knowledge and clinical practice	You show excellent analysis of how this learning has supported/ developed your knowledge and clinical practice	You present a novel and innovative analyse how this learning has supported/ developed your knowledge and clinical practice