

University of the West of Scotland

Module Descriptor

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Title of Module: Consolidation of Practice

Code: NURS11105	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Ruth Astbury		

Summary of Module

The consolidation of practice module is the final module for students undertaking the Post Graduate Diploma Specialist Community Public Health Nursing (HV, SN) and Specialist Practitioner District Nursing programme. It is a practice based module designed to consolidate the learning and development of the preceding modules on the programme. In order to access this module, students must pass 12 weeks of pre-consolidated clinical practice. In particular the module will provide each student with the opportunity to assess, plan, deliver and evaluate care to a defined population, using the key skills of critical thinking, problem solving and reflective practice. Students are required to complete 10.5 weeks of practice to consolidate learning within their discipline specific settings.

On completing this module the student will demonstrate competence by applying the intellectual and observable skills gained in the previous modules enabling them to practice legally, safely and effectively without direct supervision.

NMC (2004) Standards of proficiency for specialist community public health nurses. London: NMC

NMC (2018) Standards for student supervision and assessment London: NMC

As a result this module will support students to develop characteristics which can contribute to the UWS graduate attributes of Universal – critical thinking and culturally aware, work ready – knowledgeable and problem solving and successful, Innovative and transformational. .

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
		✓			

Face-To-Face

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC

Online with mandatory face-to-face learning on Campus

HybridO

Online with optional face-to-face learning on Campus

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
					✓	

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	✓	Term 2	✓	Term 3	✓

Learning Outcomes: (maximum of 5 statements)
<p>On successful completion of this module the student will be able to:</p> <p>L1. Demonstrate extensive knowledge and understanding of practice within your specific discipline.</p> <p>L2. Demonstrate a partnership-focused, evidence-based, quality driven approach to safe, effective person-centred and population based care.</p> <p>L3. Critically appraise strategic approaches, underpinned by research, that have led to innovation and development in practice.</p> <p>L4. Critically reflect on the roles, responsibilities and practice of self and others working across professional and organisational boundaries.</p> <p>L5. Demonstrate the ability to use a range of advanced and specialist skills to communicate effectively in practice.</p>

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 11. Demonstrate in-depth knowledge and understanding of the principles, policy and standards that govern contemporary practice within your own discipline.
Practice: Applied Knowledge and Understanding	SCQF Level 11. Use a range of professional skills which are underpinned by research and at the forefront of practice within your own discipline to lead, manage, deliver and evaluate specialist care.
Generic Cognitive skills	SCQF Level 11. Using critical and analytical skills to make informed judgements in relation to complex issues where the data or information may be incomplete or inconsistent.
Communication, ICT and Numeracy Skills	SCQF Level 11. Using a range of appropriate methods communicate effectively with service users and those involved in the development and delivery of specialist care.
Autonomy, Accountability and Working with others	SCQF Level 11. Lead, manage and develop specialist care within a multi-disciplinary team. By using skills of critical reflection and analysis to identify strategies to improve service delivery which may include new ways of thinking or working.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	Before undertaking this module the student should have successfully completed 12 weeks of discipline specific practice.
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching

The assessment component of the module is based upon successful completion of NMC competencies and the completion of a reflective portfolio. Individual support will be available by telephone or email.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Personal Development Plan	10
Practice Based Learning	40
Work Based Learning/Placement	120
Independent Study	20
Asynchronous Class Activity	10
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

External links to discipline specific journals will be provided via the University's VLE

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Supplemental Information

Programme Board	Midwifery & Specialist Nursing
Assessment Results (Pass/Fail)	Yes
Subject Panel	Midwifery&Specialist Nursing L9-11
Moderator	Fiona Stuart
External Examiner	L Hollowood
Accreditation Details	Nursing and Midwifery Council
Changes/Version Number	1.13 For AY 22/23 EE tbc EE Updated.

Assessment: (also refer to Assessment Outcomes Grids below)

The assessment method for this module has one component and it is a requirement that a student passes this before they are eligible for Recording (DN) or to the third part of the NMC Register (SCPHN): A practice portfolio (OAR*) is collated by students throughout the duration of the programme to evidence their proficiency in the mandatory NMC Standards of Proficiency for the discipline they are studying. The level of proficiency is assessed by the Practice Assessor and submitted to the University for moderation. Within the portfolio, students are expected to evidence their abilities to assess, plan, deliver and evaluate care to a defined population, using the key skills of critical thinking, problem solving and reflective practice. The Practice Assessor has the responsibility to 'sign off' that the student demonstrates proficiency to safely and effectively contribute to the maintenance and improvement of public health and community well-being.

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (% of Assessment Element)	Timetabled Contact Hours
Portfolio of written work	✓	✓	✓	✓	✓	100	0
Combined Total For All Components						100%	0 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

- More than one assessment method can be used to assess individual learning outcomes.
- Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

The University is committed to equality, diversity and human rights through the provision of equal opportunity in education and employment. This includes using the curriculum as a vehicle for advancing understanding of difference and to promote equal opportunity. The School of Health and Life Sciences echoes these aspirations

and actively welcomes diversity in the student population and manages equality and diversity through active promotion of an inclusive learning environment and by valuing differences and fostering good relations among all people. All applicants can expect a welcoming, inclusive learning and social environment where they can be treated with dignity and respect. Difference in all its forms including age, disability, gender, race, ethnicity, sexual orientation & socio economic status is valued in nursing and viewed as essential to the quality of client/patient care.

The nursing curriculum is commensurate with legislation, Equality Act 2010, and Professional requirements. Module development and implementation is cognisant of both statutory requirements and ensures that information and guidance for students is inclusive of the known eventualities that may impact on the student's ability to fully engage in learning. The programme is subject to Equality Impact Assessment where appropriate to facilitate full participation in the learning environment.

The School has a designated lecturer responsible for advising on equality and diversity policy and designated coordinators for each programme and campus location. Equality and Diversity coordinators may provide expertise in both theory and practice learning provision to assist in individualisation of the student's learning needs. Therefore, disability disclosure is viewed as integral in providing support and adjustments and is part of marketing, application, selection process, before and throughout the duration of the programme.

To facilitate inclusiveness design of theory modules, which includes clinical skills delivery, has taken flexibility and anticipatory adjustments into consideration when selecting learning, teaching and assessment strategies. Thus, methodological approaches reflect contemporary healthcare delivery and are designed to provide a wide range of activities that build the student's nursing expertise and employability. In practice learning environments students can rightly expect to be treated respectfully and their individuality valued with reciprocation of these values by the student to clinical staff, patients and the general public. Every Health Board has an Equality & Diversity Champion to support students who require reasonable adjustments to meet learning outcomes.

The School of Health and Life Sciences believes that educator and practitioner diversity are central to achieving quality health care and takes active steps to promote confidence and knowledge of students' rights both as student and employee. The curriculum and staff's belief in fairness and equal opportunities build the students' awareness of client diversity, their needs, rights and the associated practitioner responsibilities.

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)