



## Module Descriptor

<b>Title</b>	<b>Consolidation of Practice</b>		
<b>Session</b>	2025/26	<b>Status</b>	Published
<b>Code</b>	NURS11105	<b>SCQF Level</b>	11
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	10
<b>School</b>	<b>Health and Life Sciences</b>		
<b>Module Co-ordinator</b>	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. .

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b>	<b>Hybrid<sup>2</sup></b>	<b>Online<sup>3</sup></b>	<b>Work -Based Learning<sup>4</sup></b>
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<sup>1</sup> Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

<sup>2</sup> The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

<sup>3</sup> Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

<sup>4</sup> Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries		<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley		<input checked="" type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)
<b>Terms for Module Delivery</b>	Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1

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

Employability Skills and Personal Development Planning (PDP) Skills	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 11</b> Demonstrate in-depth knowledge and understanding of the principles, policy and standards that govern contemporary practice within your own discipline.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 11</b> 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.
<b>Generic Cognitive skills</b>	<b>SCQF 11</b> Using critical and analytical skills to make informed judgements in relation to complex issues where the data or information may be incomplete or inconsistent.
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 11</b> Using a range of appropriate methods communicate effectively with service users and those involved in the development and delivery of specialist care.
<b>Autonomy, Accountability</b>	<b>SCQF 11</b>

<b>and Working with Others</b>	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.
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Prerequisites	Module Code	Module Title
	<b>Other</b> Before undertaking this module the student should have successfully completed 12 weeks of discipline specific practice.	
Co-requisites	Module Code	Module Title

Learning and Teaching	
<p>In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.</p> <p>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.</p>	
Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(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	120
Independent Study	20
Asynchronous Class Activity	10
n/a	
<b>TOTAL</b>	<b>200</b>

Indicative Resources
<p><b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b></p> <p>External links to discipline specific journals will be provided via the University's VLE</p> <p><b>(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)</b></p>

Attendance and Engagement Requirements
In line with the <a href="#">Student Attendance and Engagement Procedure</a> , Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

**For the purposes of this module, academic engagement equates to the following:**

100% attendance is expected in this module. If your attendance falls below 80%, you will be contacted, in adherence to the 24/25 UWS Student Attendance and Engagement Procedure, and may be asked to agree a re-engagement support plan.

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: 100% attendance in Practice Placement areas is required by the end of the programme to meet NMC requirements. In this module students may be assessed if at least 70% of the practice learning experience is met.

**Equality and Diversity**

**The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).**

This module is appropriate for all students. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. In line with the Equality Act 2010 and UWS Refreshed Equality Outcomes 2021 - 2025 Public Sector Equality Duty Mainstreaming and Equality Outcomes Report 2021 (uws.ac.uk) (pp. 37 - 39) the School of Health and Life Sciences encourages the disclosure of support requirements, including disability, at the recruitment stage and throughout the duration of the module. Emphasis is placed on confidentiality of information, the benefits of disclosure, and that no detriment to progress will be experienced. The School will endeavour to make reasonable adjustments to teaching and learning approaches and arrangements for assessment, and (when applicable) periods of placement, where appropriate.

All learning materials, activities and scenarios will utilise a diverse range of patients to reflect the diversity of students.

Professional programmes have Standards of Proficiency which detail the knowledge, skills and understanding required to be met to permit professional registration to be able to practise safely and effectively in the profession. As an education provider for this professional programme, UWS is not able to adjust these standards. However, we can make reasonable adjustments to assist students in meeting these standards.

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

**Supplemental Information**

<b>Divisional Programme Board</b>	<b>Adult Nursing Community Health</b>
<b>Overall Assessment Results</b>	<input checked="" type="checkbox"/> <b>Pass / Fail</b> <input type="checkbox"/> <b>Graded</b>
<b>Module Eligible for Compensation</b>	<input type="checkbox"/> <b>Yes</b> <input checked="" type="checkbox"/> <b>No</b> <b>If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.</b>
<b>School Assessment Board</b>	Community and Health
<b>Moderator</b>	TBC
<b>External Examiner</b>	L Hollowood
<b>Accreditation Details</b>	NMC

<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	1.13

### Assessment (also refer to Assessment Outcomes Grids below)

#### Assessment 1

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.

#### Assessment 2

#### Assessment 3

(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 Module Handbook.)

#### Component 1

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Portfolio of written work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100	0

#### Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

#### Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

<b>Combined total for all components</b>	100%	0 hours
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**Change Control**

<b>What</b>	<b>When</b>	<b>Who</b>
2425 Template	12 <sup>th</sup> Sep 24	Ruth Astbury