University of the West of Scotland
Module Descriptor

Status:

Title of Module: Extended PLE (Practice Learning Experience)

Code: NURS07025	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Louise Johnston		

Summary of Module

This module is designed for students who have received a conditional offer of direct entry to year 2 of the preregistration BSc Nursing programme. Direct entry to year 2 (SCQF Level 8) is dependent on the applicant holding a relevant HNC qualification and evidence of satisfactory completion of the statutorily required practice learning in relation to hours and achievement of competences. The module aims to facilitate the development of knowledge and skills and professional values within healthcare environments that will enable students to demonstrate that they have met the requirements for progression into year 2 of the preregistration nursing programme.

Whilst applicants have exposure to relevant experience within the HNC programme, 600 clinical hours are required for progression to year 2 of the pre-registration nursing programme. The average number of hours of practice learning provided within the HNC programme prior to progression to the module is 400 hours although there is some variation between college providers. Students will complete individual required practice hours over the summer within the Extended PLE module to give them the 600 hours that are required to progress into year 2.

The module aims to provide practice learning experiences that will enable students to encounter evidencebased practice within a variety of healthcare settings. The module also aims to enhance the academic, social and administrative transition of students into part 2 of the undergraduate programme.

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)

On successful completion of this module the student will be able to:

L1. Demonstrate an ability to perform a range of essential nursing skills within hospital or continuing care settings.

L2. Demonstrate an understanding of the evidence based theory underpinning essential nursing skills and patient care within a range of hospital and continuing care settings.

L3. Develop the necessary skills to use elearning and library resources.

L4. Demonstrate an understanding of the application of a systematic approach to care.

L5. Participate in skills practice within a clinical simulation environment.

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 7. Knowing and understanding the evidence based theory underpinning essential nursing skills and patient care. Understanding the application of a systematic approach to care planning based on individual need.
Practice: Applied Knowledge and Understanding	SCQF Level 7. Reflecting on personal experience and identifying learning needs within the context of given situations. Competently performing essential nursing skills within a range of care settings.
Generic Cognitive skills	SCQF Level 7. Developing a problem-solving approach to practice.
Communication, ICT and Numeracy Skills	SCQF Level 7. Using a range of numerical skills in relation to nursing practice, for example, drug calculations, fluid monitoring and scoring assessment. Communicating effectively with patients, carers and colleagues. Effectively using elearning and library resources to inform essential nursing skills and practice.
Autonomy, Accountability and Working with others	SCQF Level 7. Working effectively and collaboratively with others. Exercising initiative and independence whilst being aware of own limitations.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

* Indicates that module descriptor is not published.

Learning and Teaching

The module will provide practice learning experience within clinical nursing placements, and theory and skills development within a simulated learning environment.

Initially students will attend study days at the University for induction, orientation and theory and skills development. This will enable students to familiarise themselves with learning in a skills laboratory and the use of equipment and technology that is normally part of the year 1 pre-registration nursing curriculum. Study days will be facilitated by the module team.

In order to facilitate induction and transition into year 2 of the pre-registration nursing programme students will meet and be linked to 'buddies' who are students of the cohort they will be joining. Students will also be invited to attend the Year 2 induction sessions.

The practice learning experience will be facilitated by practice supervisors and practice assessors. Additional information on the specific status and learning needs of the students on this module will be provided to the clinical areas by the module co-ordinator and liaison lecturer for the clinical area. Practice supervisors and practice assessors will facilitate and assess achievement of clinical outcomes.

Resources for theory underpinning essential nursing skills will be available to students via taught sessions and e-learning. Lecturers will facilitate the application of theory to practice within the clinical laboratory using clinical simulation.
The same skills booklet and practice learning tools as those used by students in year 1 of the pre-registration BSc Nursing programme will be used. This will form a record of achievement that students will carry forward into years 2 and 3 of the programme.

Learning Activities/Categories:
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: Student Learning Hours
(Note: Learning hours include both contact hours and hours spent on other learning activities)
Study days 50
Clinical practice 200
250 Hours Total

"The learning and teaching strategies on this module contribute to the development of UWS graduate attributes as outlined in "I am UWS" see link:

https://www.uws.ac.uk/current-students/your-graduate-attributes/ "

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)
Lecture/Core Content Delivery	20
Laboratory/Practical Demonstration/Workshop	20
Practice Based Learning	200
Tutorial/Synchronous Support Activity	10
	250 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:

Dougherty, L. Lister, S.and West-Oram, A (2017) The Royal Marsden Hospital Manual of Clinical Nursing Procedures 9th Edition. London: Oxford Wiley-Blackwell

Scottish Intercollegiate Guidelines Network: www.sign.ac.uk

Resuscitation Council: www.resus.org.uk

Lapham, R. and Agar, H. (2015) Drug calculations for nurses. A step by step approach 4th Edition. London: Taylor and Francis

Delves-Yates C. (2018) Essentials of Nursing Practice 2nd Edition. London: Sage Publications

Nursing and Midwifery Council (2018) The Code: Professional standards of practice and behaviour for nurses and midwives.[Online] Available: https://www.nmc.org.uk/standards/code/read-the-code-online/ [Accessed: 15
February 2019]

Pears R and Shields G (2019) Cite Them Right: the essential referencing guide. London: Red Globe Press

(**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

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: Students require to have 100% attendance for this module. Skills catch up will be facilitated by the module team.

Supplemental Information

Programme Board	Adult Nursing & Healthcare
Assessment Results (Pass/Fail)	Yes
Subject Panel	BSc Pre-registration Adult Nursing Programme
Moderator	Audrey Cund
External Examiner	N Pollock
Accreditation Details	

Changes/Version Number	1.12
	Assessment component reworded to reflect pass/fail component in line with new C20 programme.
	For AY21-22 SAB name updated and EE TBC
	Required Clinical Hours and Reading List updated
	EDI Statement updated

Equality and Diversity	

This module is appropriate for all students. 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

Assessment: (also refer to Assessment Outcomes Grids below)

Formative assessment: this will involve the student undertaking reflection, self assessment and establishing a portfolio on Turas to collate their learning over the course of their programme.
Summative assessment: the students will undertake a practice learning experience and submit their clinical assessment upon completion of placement outcomes and achievement of a minimum of 200 NMC hours. This will be recorded as a pass/fail component. There is a 100% weighting for this assessment.

(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
Performance/ Studio work/ Placement/ WBL/ WRL assessment	✓	✓	✓	✓	✓	100	200
			Combined Total For All Components			100%	200 hours

Footnotes
A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):
1. More than one assessment method can be used to assess individual learning outcomes.
2. 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.

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 a student has disclosed specific requirements.

This module has a practice element and takes account of the Nursing and Midwifery Council's statement on reasonable adjustments (NMC 2019) (https://www.nmc.org.uk/globalassets/sitedocuments/eandd/reasonableadjustments-policy.pdf). In particular section 23:
"The (Equality) Act 2010 makes it clear that it is not discriminatory to apply competence standards (which include our Code, our revalidation and our education standards) to a disabled person. As a professional regulator responsible for protecting the public, it would not be right for us to adjust these standards. However, we can make reasonable adjustments to assist nurses, midwives and nursing associates in meeting our 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)