Module Descriptor

Title	Extended PLE (Practice Learning Experience)		
Session	2026/27	**Status**	Published
Code	NURS07025	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Fiona Alexander-Ware		

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 evidence based 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	On-Campus[1] ☐	Hybrid[2] ☒	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☒ Ayr ☒ Dumfries	☒ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☐	Term 3	☒
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
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 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 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.

[1] 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.

[2] 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.

[3] 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.

[4] 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

Generic Cognitive skills	**SCQF 7** Developing a problem-solving approach to practice.
Communication, ICT and Numeracy Skills	**SCQF 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 7** Working effectively and collaboratively with others. Exercising initiative and independence whilst being aware of own limitations.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching
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. 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. 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 preregistration 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: "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** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	20
Tutorial / Synchronous Support Activity	10
Laboratory / Practical Demonstration / Workshop	20
Practice-based Learning	200
n/a	
n/a	
TOTAL	250

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Delves-Yates C. (2022) Essentials of Nursing Practice 3rd 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/ Pears R and Shields G (2022) Cite Them Right: the essential referencing guide 12th edition. London: Bloomsbury
(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)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** Students require to have 100% attendance for this module. Skills catch up will be facilitated by the module team.

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 appropriThis 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.ate for all students. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate.
(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

Divisional Programme Board	**Adult Nursing Community Health**
Overall Assessment Results	☒ **Pass / Fail** ☐ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **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.**
School Assessment Board	Pre-registration Adult Nursing
Moderator	Audrey Cund
External Examiner	R Armstrong
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Formative assessment: this will involve the student undertaking reflection, completing an 800 word person-centred care essay, 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.
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**
Performance/ Studio work/ Placement/ WBL/ WRL assessment	☒	☒	☒	☒	☒	100	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	**When**	**Who**