Title of Module: Values in Practice

Code: NURS07046	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:	Aisling McBride		

Module summary

The module is designed to facilitate the students' understanding of values based practice and to demonstrate the proficiencies required to deliver compassionate person centred care within a range of health and social care environments. This will include activities designed to connect the student with their own values and ethical beliefs, exploring the influences on the development of personal values and considering how personal professional values influence how care is delivered. The module has shared components exploring core elements of values based practice that the student can then relate to themselves and to their own field of practice during a period of placement experience within a range of healthcare settings. The module is suitable for both adult and mental health field students and is delivered using a blended approach to education that involves guided study, tutorials/worshops and practice related activities.

- Students will study online and have campus based sessions designed primarily as workshops, tutorials or sessions to develop skills to prepare them for a practice learning experience where they will consolidate learning and further develop values based practice. The module concludes with a review of learning and an opportunity for reflection and personal development planning

- Sessions in the module and on-line resources will cover topics including an understanding of values, ethics and compassion; the role of culture and society in the formation of values and beliefs; links between values and experience. The relationship between personal and professional values will be examined and the connections between personal experience, values and health behaviours. Value systems in care environments will also be examined through the discussion of recent events, for example, Starved of Care (2011) Francis (2013), Gosport Independent Panel (2018). The module also covers professional values and their relationship with recovery; definitions of values-based practice and the links between values-based practice and person-centred care.

- Skills will be developed through simulation and practice.

- Students will be encouraged to consider issues relating to moral courage, speaking out and raising concerns, diversity and viewpoint diversity. The importance for nursing practice of intelligence , problem solving and evidence will be discussed and explored.

- Ethical aspects of the programme threads of palliative and end of life care, suicide and self-harm, law and safeguarding, trauma and abuse, will inform module content Specifically students will reach the "informed" level of suicide awareness as described by The NES Mental Health Improvement and Suicide Prevention Framework (2019)

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	✓

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Learning Outcomes: (maximum of 5 statements)
On successful completion of this module the student will be able to:
L1. Discuss the role of culture and society in the development of personal and professional values.
L2. Demonstrate understanding of how previous experiences shape values and health related behaviours.
L3. Discuss the importance of service user and family involvement in the planning and delivery of care.
L4. Demonstrate evidence of achievement of the required standards of proficiency associated with your professional discipline.

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. Appreciation of the body of knowledge that underpins the delivery of values based compassionate nursing care. Awareness of the ethical issues related to shared care and partnership working. Understanding of the factors influencing the development of values and beliefs and their impact on health outcomes. Awareness of their own values and beliefs and understanding of how they influence delivery of compassionate nursing care. Understanding of the impact of stigma around some clinical presentations. Understanding the principles and implications of the relevant professional regulatory codes of practice An understanding of the role of values in evidence based nursing. Understanding of the values underpinning the delivery of safe and effective practice.
Practice: Applied Knowledge and Understanding	SCQF Level 7. The delivery of compassionate, evidence based care with people from diverse population who may be experiencing a degree of vulnerability. The delivery of compassionate care involving the practical application of knowledge, skills and professional values. The delivery of compassionate, values and evidence based nursing care within care delivery situations that are planned and unplanned.
Generic Cognitive skills	SCQF Level 7. Present and evaluate arguments, information and ideas that are routine to the delivery of values based compassionate nursing care. Apply values based clinical decision making to address defined and/or routine problems and issues within routine nursing care situations. Use appropriate search strategies to review literature that explores the influences, nature and impact of values based care delivery in nursing.
Communication, ICT and Numeracy Skills	SCQF Level 7. Use a wide range of routine skills and some advanced skills associated with the compassionate delivery of safe and effective nursing care. Understand the requirement for compassion when delivering, or preparing to deliver common healthcare techniques. Sensitively record the assessment, planning and evaluation of care using the placement providers, frameworks, processes, equipment and programmes. Use a range of methods to communicate health related concepts effectively to people,their families,carers and professionals. Use a range of digital resources to enhance learning.

Autonomy, Accountability and Working with others	SCQF Level 7.
	Exercise some initiative and independence in carrying out essential care tasks and do this through values based compassionate care delivery.
	Use resources in a respectful and considerate manner.
	Take the lead in implementing agreed plans in familiar or defined contexts.
	Take account of own and others' roles and responsibilities when carrying out and evaluating tasks.
	Demonstrate the ability to work within professional, legal and ethical frameworks underpinning nursing practice.
	Practice under supervision and, when appropriate, demonstrate the ability to show initiative in specific areas of care whilst recognising their limitations.
	Work, under guidance, with others to acquire an understanding of current professional practice.

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.

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Learning and Teaching
The teaching and learning approaches on this module are informed by the concept of the "flipped classroom" This approach allows the student to work on-line using the University Virtual Learning Environment (Moodle) to prepare for classroom sessions which are interactive and experiential. Students are taught is small groups working collaboratively with peers to achieve the module learning outcomes. The outcomes are assessed using some of the principles of the innovative concept of 'patchwork assessment'. This involves continuous formative feedback supported by peer engagement,as described in the HEA Framework for transforming assessment in higher education (2016). Students engage in deep and meaningful feedback with each other and students should have the opportunity to support their peers whilst working in reflective groups.

The formative assessment allows students to share'patches' with other students in small group discussions to encourage collaborative learning and formative peer feedback.
The summative assessment is comprised of 4 'patches' relevant to module content submitted individually.
The learning and teaching strategies on this module contribute to the development of UWS graduate attributes as outlined in I am UWS, specifically 'UNIVERSAL'-emotionally intelligent, ethically minded and culturally aware, 'WORK-READY'- motivated, and ambitious; AND 'SUCCESSFUL'- creative and resilient.
Module hours exceed the norm because of the practice learning element.

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	7
Tutorial/Synchronous Support Activity	14
Laboratory/Practical Demonstration/Workshop	21
Work Based Learning/Placement	240
Asynchronous Class Activity	49
Personal Development Plan	4
Independent Study	105

	440 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: Ballatt , A et al (2020) Intelligent kindness , 2nd Ed, Cambridge , CUP   Braithwaite, B (2020) Diversity and cultural awareness in nursing practice. Learning Matters, Sage.   Morgan, A, Felton, A, Bulford, B, Kalathil, J & Stacey, G (2016) Values and ethics in mental health: an exploration for practice. London , Palgrave.   Gwande, A (2014) Being mortal: Illness medicine and what matters in the end. London, Profile Books   Holland, K (2018) Cultural awareness in nursing and healthcare: an introductory text. LA, Sage, Learning Matters.   Mannix K (2019). With the end in mind: how to live and die well, London, William Collins   Stock, K (2021) Material girls: Why reality matters for feminism. Fleet Publishing   Wilson, C (2019) The language of kindness: a nurses story. London, Chatto & Windus
(**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: Attendance is monitored in line with the UWS engagement policy   For the purposes of this module, academic engagement equates to the following: 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.

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Supplemental Information

Programme Board	Mental Health, Midwifery and Health
Assessment Results (Pass/Fail)	No
Subject Panel	MHMH L7-8
Moderator	Angie MacDonald
External Examiner	M Rice
Accreditation Details	

Changes/Version Number	1.05

Assessment: (also refer to Assessment Outcomes Grids below)
4 'patches' (500 words each) relevant to module content submitted via Turnitin. 4 'patches' relevant to module content, are submitted formatively for feedback in week 5 of the module. Each of the patches contributes to the overall module grading and the student needs to attain a cumulative total of 40% or above to pass this component.
Satisfactory completion of the practice learning experience as evidenced by attainment of the required professional standards. All assessment components must be passed to achieve an overall pass in this module. NMC (2018) SFNME 5.16 indicates that there is no compensation in assessments across theory and practice learning. This module contains a pass/fail practice learning component to ensure clinical proficiencies are met in practice. This component carries no credit weighting and will not contribute to the grading of the module, but a pass is essential for module success.
(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)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓	✓	✓	✓	100	0

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Performance/ Studio work/ Placement/ WBL/ WRL assessment				✓	0	0
			Combined Total For All Components		100%	0 hours

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.

Equality and Diversity
For students who have disclosed a disability, the UWS Disability Service (DS) will assess the individual's strengths and support needs and then forward a Student Support Form to the appropriate DS Co-ordinator who will circulate the form to all of the relevant teaching staff. 'Reasonable adjustments' may include adapted or specialised clinical equipment (e.g. electronic stethoscope, coloured overlays) or further specialist assessment or support (e.g. assessment by an Educational Psychologist, extended time for presentations or assessments). If funding is required, this can be organised by the DS and funded by the School. Reasonable adjustments, in line with DS recommendations for the assessment of the individual student can be assured. 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/reasonable-adjustments-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 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)