Module Descriptor

Title	The Principles of Quality Healthcare Practice		
Session	2026/27	**Status**	Published
Code	NURS09226	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Louise Graham		

Summary of Module

This module is designed to support internationally educated nurses in developing an understanding of nursing practice within the United Kingdom. It focuses on the legal, ethical and professional frameworks that govern contemporary nursing and prepares students to practise safely, accountably and effectively within UK healthcare settings.

Central to the module is the role of the Nursing and Midwifery Council (NMC) and the professional standards that shape nursing practice in the UK. Students will explore the purpose and application of the NMC Code and relevant UK legislation, and examine how these frameworks influence professional decision-making, accountability and the delivery of safe, equitable care. The module recognises that these regulatory and professional systems may differ significantly from those encountered in previous nursing roles and provides structured opportunities to develop a secure understanding of UK-specific expectations.

The module also supports students to reflect on their prior nursing experience and to consider how their professional identity and practice may adapt within the regulatory, organisational and cultural context of UK healthcare. Through guided learning and assessment, students will develop the ability to analyse professional challenges, apply regulatory standards to practice-based scenarios and reflect critically on their transition into nursing practice in the UK.

Assessment within the module is designed to be relevant, supportive and professionally meaningful. A scenario-based computer examination assesses students' understanding and application of UK legal, ethical and professional frameworks, while a reflective assignment enables students to integrate prior experience with new professional knowledge and expectations. Together, these assessments aim to build confidence, professional insight and readiness for nursing practice within the United Kingdom.

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) TNE Bangladesh	

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 informed understanding of the key legal, ethical and professional frameworks that govern nursing practice in the United Kingdom, including their purpose, scope and relevance to contemporary care delivery.
L2	Critically appraise current United Kingdom healthcare legislation and regulatory standards and evaluate their implications for safe, effective and equitable nursing practice.
L3	Apply the Nursing and Midwifery Council Code of Conduct to professional decision-making, accountability and the management of ethical and legal challenges in clinical practice.
L4	Reflect on prior nursing experience in relation to the regulatory, professional and organisational frameworks that define nursing practice within United Kingdom.
L5	

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 9** Demonstrating a broad and integrated knowledge of the principles of professional practice, professional values, current legislation in healthcare.
Practice: Applied Knowledge and Understanding	**SCQF 9**

[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

	Recognising the importance of inter-professional, multi-agency and service user/carer working. Using a range of specialised or advanced skills in the areas of complex needs/recovery orientated practice The application of professional, legal and ethical sources of information to inform practice.
Generic Cognitive skills	**SCQF 9** Undertaking critical analysis, evaluation and synthesis of principles of professional practice management, development of self and others. Demonstrating ability to undertake self-directed study drawing on a range of resources to assist understanding of evidence based practice.
Communication, ICT and Numeracy Skills	**SCQF 9** Using a range of IT Skills to support work Developing increasing levels of autonomy and competence in relation to role play, complex scenarios and risk management
Autonomy, Accountability and Working with Others	**SCQF 9** Taking responsibility and exercie accountability for aspects of own professional practice. Collaborating with colleagues, peers in accordance with professional, legal and ethical standards

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. An interactive student centric approach to learning and teaching underpins the module delivery. Students will demonstrate engagement in online pre tutorial activities through the virtual learning platform in addtion to a wide range of classroom activities including lectures, tutorials, and group activities to explore key topics in depth.	
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	12
Tutorial / Synchronous Support Activity	24
Personal Development Plan	6
Independent Study	158
n/a	
n/a	

TOTAL	200

Indicative Resources

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

Buka, P. (2020) Essential law and ethics in nursing: patients, rights and decision-making. 3rd edn. Abingdon, Oxon; New York, NY: Routledge. e-book. ISBN: 9780429292187. Available through Taylor & Francis eBooks.

Delves-Yates, C. (ed.) (2022) Essentials of nursing practice. 3rd edn. London: SAGE.

Kolb, D.A. (1984) Experiential learning: experience as the source of learning and development. Englewood Cliffs, NJ: Prentice Hall.

Nursing and Midwifery Council (NMC) (2018) The Code. Professional standards of practice and behaviour for nurses, midwives and nursing associates [Online] Available: https://www.nmc.org.uk

Pears, R. and Shields, G.J. (2022) Cite them right. Latest edn. London: Bloomsbury. e-book. Available at: Bloomsbury Collections

(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 are expected to attend all timetabled classes and scheduled meetings with academic staff. International students must comply with UK Home Office Visa and Immigration (UKVI) requirements for on-campus activities.

Attendance at every class or meeting is recorded and forms part of the student's attendance monitoring record. Failure to meet the attendance requirements as outlined by UKVI may affect the status of a student's visa. A lack of engagement could lead to the loss of visa sponsorship.

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

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	Community and Health
Moderator	Debbie Waddell
External Examiner	N Blythe
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Students are assessed for learning outcomes 1, 2 and 3 using an unseen closed book computer-based examination.
Assessment 2
Students are assessed for learning outcomes 4 using a structured reflective account of approximately 1500 words.
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
Class test (written)	☒	☒	☒	☐	☐	75	3

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Report of practical/ field/ clinical work	☐	☐	☐	☒	☐	25	0

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

Change Control

What	When	Who