Module Descriptor

Title	Mental Health Nursing Practice 3c with Progression		
Session	2026/27	**Status**	Published
Code	NURS09260	**SCQF Level**	9
Credit Points	10	**ECTS (European Credit Transfer Scheme)**	5
School	**Health and Life Sciences**		
Module Co-ordinator	Yvonne Murray		

Summary of Module

This module is based solely upon student's Practice Learning Experience and directly relates to the requirements of the Nursing and Midwifery Council's (2023a, 2023b, 2023c) Standards for Education and Training.

Preparation for Practice will take place before students commence their Practice Learning Experience.

Students will undertake one episode of Practice Learning Experience equating to a total of 360 hours, taking place over Term 2 and Term 3. This module may also be used at other points in the academic year for students who commence the Honours yet and then choose to leave with the BSc Mental Health Nursing award instead.

The Practice Learning Experience will be assessed summatively, using the pass/fail approach.

Successful completion of the module is based upon the assessment of the Practice Assessor at the end of the Practice Learning Experience, including confirmation that the student has reached the level required to progress to NMC registration.

Students are streamed for their Practice Learning Experiences across the entirety of the programme, therefore a variety of different clinical areas will be utilised.

Formative opportunities will be provided during this module in a variety of mechanisms which may include: documented discussions with Practice Supervisors, Practice Assessors, Academic Assessors or other registrants, verbal feedback from Practice Supervisors, Assessors, other nurses and members of the multi-disciplinary team, feedback from patients/service-users or their families/significant others, feedback from other students and feedback from meetings with Academic Assessor.

Facilitated reflection on the experiences and learning which has occurred in the Practice Learning Experience will take place in small groups once the Practice Learning Experience has ended.

This module contributes to the Sustainable Development Goals (SDGs). This module contributes to the UN Sustainable Development Goals (SDGs) (2023) SDG 3 Good Health and Wellbeing, SDG - 4 Quality Education, and SDG-16 Peace, Justice and Strong Institutions, whilst also aligning to the graduate attributes of UWS; universal, work-ready and successful.

United Nations (2023) Sustainable Development: The 17 Goals. Available from: https://sdgs.un.org/goals

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 evidence of achievement of all the required NMC Part 3 Platforms and Proficiencies at Independent level, including effectively leading and managing a small care load.
L2	Demonstrate achievement of all communication and relationship management skills, as detailed by the NMC.
L3	Demonstrate achievement of all nursing procedures, as detailed by the NMC.
L4	Demonstrate evidence of reflection upon experiences in clinical practice.
L5	Demonstrate evidence of achievement of Practice Assessor Confirmation of Proficiency, Completion of Part 3.

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** Knowledge and understanding of core anatomy, physiological and microbiological processes together with the clinical application of these concepts. Knowledge and understanding of pathophysiology and how that impacts on the care that the person will require. Knowledge and understanding of key principles of professional practice, as detailed by the Nursing and Midwifery Council, and how these are enacted in the clinical setting.

[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

	Knowledge and understanding of key principles of leadership, teamwork and complex care management in the clinical setting.
Practice: Applied Knowledge and Understanding	**SCQF 9** Application of knowledge of physiological processes to safe nursing practices, demonstrated through recording patient observations and appropriate infection control procedures. Application of knowledge of pathophysiology and how it relates to the nursing care being delivered to the person. Application of knowledge and understanding in the management of the holistic care of the person, where complexity may be present. Application of knowledge, skills and understanding with regards fundamental aspects of nursing care.
Generic Cognitive skills	**SCQF 9** Demonstrate investigative problem solving and decision-making skills. Interpretation of complex clinical data, for one or more people. Critical Analysis of evidence and making recommendations for care based upon that analysis, e.g. in relation to patient assessments and investigations, escalating findings/concerns appropriately, referring to other members of the multi-disciplinary team, safe management of the deteriorating patient.
Communication, ICT and Numeracy Skills	**SCQF 9** Engage with a range of technologies to enhance independent learning. Demonstrate a range of communication and interpersonal skills, with a variety of stakeholders (e.g. patients, families, other nurses and members of the multi-disciplinary team). Use a range of numerical skills in relation to measurement and recording of various patient parameters. Demonstrating appropriate communication and numeracy skills regarding the safe administration of medicines, via various routes (including IV medications). Understanding of medical and nursing terminology linked to professional communication.
Autonomy, Accountability and Working with Others	**SCQF 9** Developing self-confidence and self-efficacy. Demonstration of professional accountability and an appreciation of their role within the multi-disciplinary team. Demonstration of delegation of tasks in the clinical setting and being aware of NMC guidance around this.

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.

There is a Professional Statutory Body (PSB) requirement from the Nursing and Midwifery Council (NMC) which stipulates how much time student nurses are required to spend in clinical practice. This is reflected in the allocated hours for this module. Students will be supported and assessed in clinical practice by a range of suitably qualified staff. In addition, on campus time before placement will prepare students for their time in clinical practice. This will be followed by on campus reflection post-placement to allow students to explore their time in clinical practice and to share their learning with peers.

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	3
Tutorial / Synchronous Support Activity	3
Personal Development Plan	3
Practice-based Learning	360
Independent Study	11
n/a	
TOTAL	380

Indicative Resources

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

Nursing and Midwifery Council (NMC) (2024) Standards of Proficiency for Registered Nurses. Available at: standards-of-proficiency-for-nurses.pdf (nmc.org.uk) (Accessed: 05 August 2024).

NHS Education for Scotland (NES) (2024) Scottish Practice Assessment Document (PAD) (paper and electronic) Guidance. Available at: https://learn.nes.nhs.scot/65764 (Accessed: 23 December 2024).

Nursing and Midwifery Council (NMC) (2023a) Standards for Education and Training. Part 1: Standards framework for nursing and midwifery education. Available at: Standards framework for nursing and midwifery education (nmc.org.uk) (Accessed: 05 August 2024).

Nursing and Midwifery Council (NMC) (2023b) Standards for Education and Training. Part 2: Standards for student supervision and assessment. Available at: Standards for student supervision and assessment (nmc.org.uk) (Accessed: 05 August 2024).

Nursing and Midwifery Council (NMC) (2023c) Standards for Education and Training. Part 3: Standards for pre-registration nursing programmes. Available at: Standards for pre-registration nursing programmes (nmc.org.uk) (Accessed: 05 August 2024).

Nursing and Midwifery Council (NMC) (2019) Reasonable adjustments (if applicable). Available at: https://www.nmc.org.uk/supporting-information-on-standards-for-student-supervision-and-assessment/student-empowerment/what-to-expect/reasonable-adjustments-if-applicable/ (Accessed: 23 December 2024).

Scottish Government (2017) Nursing 2030 Vision. Available at: Nursing 2030 vision - gov.scot (www.gov.scot) (Accessed: 05 August 2024).

(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:

It is a requirement of the Nursing and Midwifery Council that students complete all practice learning hours. Therefore 100% attendance in the Practice Learning Experience is required. In exceptional circumstances, and only in agreement of the Programme Leader (or their designate) and at the discretion of the Practice Assessor, can students be assessed with hours in clinical practice outstanding. 80% completion is the minimum requirement for this to occur. Hours missed from the Practice Learning Experience will have to be retrieved later in the programme.

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.

The Nursing and Midwifery Council (2019) have additional information regarding reasonable adjustments which can be found here: https://www.nmc.org.uk/supporting-information-on-standards-for-student-supervision-and-assessment/student-empowerment/what-to-expect/reasonable-adjustments-if-applicable/

(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	**Mental Health Nursing Midwifery 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	MHMH L9-11
Moderator	Hazel Kyle
External Examiner	H Thomas
Accreditation Details	NMC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Continual assessment in the Practice Learning environment by the Practice Assessor, in conjunction with other members of the healthcare team, recorded in the Scottish Practice Assessment Document (PAD).This must include confirmation of all Professional Body (NMC) requirements for registration.
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**
	☐	☐	☐	☐	☐		0

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