**Module Descriptor**

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| **Title** | Mental Health Nursing Practice Honours Progression | | |
| **Session** | 2026/27 | **Status** | Published |
| **Code** | NURS10042 | **SCQF Level** | 10 |
| **Credit Points** | 20 | **ECTS (European Credit Transfer Scheme)** | 10 |
| **School** | **Health and Life Sciences** | | |
| **Module Co-ordinator** | Marie McCaig | | |

**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 1 and Term 2. assessed summatively, using the pass/fail approach. A second element of assessment will be an oral examination, where students present a case study regarding their time in clinical practice. The focus of this case study will be around the leading of, and managing, the holistic nursing care of the person.

The Practice Learning Experience will be assessed summatively, using the Scottish Practice Assessment Document (NHS Education for Scotland, 2024). Students are continually assessed and awarded a pass/fail decision at the end of their Practice Learning Experience by their Practice Assessor. This shall include confirmation that the student has reached the level required to progress to Registration with the Nursing and Midwifery Council. A nominated academic assessor works in partnership with a nominated practice assessor to evaluate and recommend the student for progression for this part of the programme, in line with programme standards and local and national policies.

Students are streamed for their Practice Learning Experiences across the entirety of the programme, therefore a variety of different clinical areas will be utilised, relevant to the student's field of practice.

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

| Module Delivery Method | On-Campus[1] ☐ | Hybrid[2] ☐ | Online[3] ☐ | Work -Based Learning[4] ☒ |
|---|---|---|---|---|
| **Campuses for Module Delivery** | ☒ Ayr<br>☒ Dumfries | ☒ Lanarkshire<br>☐ London<br>☒ Paisley | ☐ Online / Distance Learning<br>☐ 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** | |
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| **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 achievement of Practice Assessor Confirmation of Proficiency, Completion of Part 3. |
| **L5** | Demonstrate evidence of critical reflection upon experiences in clinical practice, relevant to the student's field of practice, by critically discussing the leading, and managing, of holistic person-centred care. |

| **Employability Skills and Personal Development Planning (PDP) Skills** | |
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| **SCQF Headings** | **During completion of this module, there will be an opportunity to achieve core skills in:** |
| **Knowledge and Understanding (K and U)** | **SCQF 10**<br>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.<br>Knowledge and understanding of commonly used medicines and safe drug administration, via various routes. |

[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

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| | 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.<br><br>Knowledge and understanding of key principles of leadership, teamwork and complex care management in the clinical setting. |
| **Practice: Applied Knowledge and Understanding** | **SCQF 10**<br><br>Application of knowledge of physiological processes to safe nursing practices, demonstrated through recording patient observations and appropriate infection control procedures.<br><br>Application of knowledge of pathophysiology and how it relates to the nursing care being delivered to the person.<br><br>Application of knowledge and understanding of the principles of safe drug administration, via various routes.<br><br>Application of knowledge and understanding in the management of the holistic care of the person, where complexity may be present.<br><br>Application of knowledge, skills and understanding with regards fundamental aspects of nursing care. |
| **Generic Cognitive skills** | **SCQF 10**<br><br>Demonstrate investigative problem solving and decision-making skills.<br><br>Interpretation of complex clinical data, for one or more people.<br><br>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 10**<br><br>Engage with a range of technologies to enhance independent learning.<br><br>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).<br><br>Use a range of numerical skills in relation to measurement and recording of various patient parameters.<br><br>Demonstrating appropriate communication and numeracy skills regarding the safe administration of medicines, via various routes.<br><br>Understanding of medical and nursing terminology linked to professional communication. |
| **Autonomy, Accountability and Working with Others** | **SCQF 10**<br><br>Developing self-confidence and self-efficacy.<br><br>Demonstration of professional accountability and an appreciation of their role within the multi-disciplinary team.<br><br>Demonstration of delegation of tasks in the clinical setting and being aware of NMC guidance around this. |

| **Prerequisites** | **Module Code** | **Module Title** |
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| | **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**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
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| 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**

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| **Divisional Programme Board** | **Mental Health Nursing Midwifery Health** |
| **Overall Assessment Results** | ☐ **Pass / Fail** ☒ **Graded** |
| **Module Eligible for Compensation** | ☐ **Yes** ☒ **No**<br>**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** | Lara Matthews |
| **External Examiner** | H Thomas |
| **Accreditation Details** | NMC |
| **Module Appears in CPD catalogue** | ☐ **Yes** ☒ **No** |
| **Changes / Version Number** | 2 |

| **Assessment (also refer to Assessment Outcomes Grids below)** |
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| **Assessment 1** |
| Work based Learning - continual assessment in the Practice Learning environment by the thePractice 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** |
| Oral examination - case study based upon the leadership of holistic care of a person during the Practice Learning Experience. |
| **Assessment 3** |
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| (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.<br>(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 | ☒ | ☒ | ☒ | ☒ | ☐ | 0 | 0 |

| **Component 2** |
|---|

| Assessment Type | LO1 | LO2 | LO3 | LO4 | LO5 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
|---|---|---|---|---|---|---|---|
| Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral | ☐ | ☐ | ☐ | ☐ | ☒ | 100 | 0.5 |

| Component 3 | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| | ☐ | ☐ | ☐ | ☐ | ☐ | | |
| **Combined total for all components** | | | | | | 100% | 0.5 hours |

**Change Control**

| What | When | Who |
|---|---|---|
| Update to 25/26 template | 18/6/25 | Betty Scholes |
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