Module Descriptor

Title	Delivering Compassionate Care		
Session	2026/27	**Status**	Published
Code	NURS11064	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Shona Hynd		

Summary of Module

Over the last decade there has been several public inquiries, across the UK, highlighting the shameful neglect and maltreatment of health and social care users. In addition to the findings from these inquiries, there is a growing body of evidence indicating that there has been decline in care generally and compassionate care specifically. This may, in part, be explained as being a consequence of the increasing demands on health and social care services due to higher levels of activity, higher throughput, shorter hospital stays, an ageing staff and population and staff shortages in some services.

The Scottish Government invest in ongoing Health and Social Care Delivery Planning which outlines changes in health and social care services in Scotland to meet future challenges and demands. The focus of delivery planning is to ensure service users are at the centre of decisions that affect them.

Building on this positive note, this module seeks to enable health and social care professionals from different professional backgrounds and settings to: develop the ability to understand compassionate practice; have the knowledge and confidence to respond to and challenge poor practice; and be an agent for change at an individual, team and organisational level.

The above skills acquisition, also contribute to the development of the UWS Graduate Attributes.

Universal: critical thinking, analytical, inquiring, culturally aware, emotionally intelligent, ethically minded, collaborative, research-minded and socially responsible;

Work-Ready: knowledgeable, digitally literate, problem solver, effective communicator, influential, motivated, potential leader, enterprising, ambitious; and

Successful: autonomous, incisive, innovative, creative, imaginative, resilient, driven, daring and transformational.

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	Critically understand the concept of delivering compassionate (*including spiritual) care.
L2	Critically review and contextualise the attitudes, values and beliefs which may impact upon the delivery of compassionate care.
L3	Systematically analyse and review strategies designed to assist in the creation of a culture of compassionate care.
L4	Critically analyse the range of tools and specialist techniques which facilitate the effective delivery of compassionate care.
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 11** Demonstrate and/or work with a critical understanding of the principal theories and concepts of compassionate care. Develop a critical awareness of the legal, ethical, political and cultural issues involved in the delivery of compassionate care.
Practice: Applied Knowledge and Understanding	**SCQF 11** Demonstrate originality or creativity in the application of knowledge, understanding and delivery of compassionate care within health and social 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

	Critically appraise tools designed to facilitate the delivery of effective compassionate care.
Generic Cognitive skills	**SCQF 11** Critically review, consolidate and extend knowledge, skills, practices and thinking in the creation of a culture of compassionate care within health and/or social care settings
Communication, ICT and Numeracy Skills	**SCQF 11** Undertake literature searches and critical evaluations of numerical and graphical data which explore personal and institutional influences/outcomes in the provision and delivery of compassionate care. Demonstrate the ability to communicate effectively in group settings in the exploration of issues related to the understanding and delivery of compassionate care
Autonomy, Accountability and Working with Others	**SCQF 11** Practice in ways which draw on critical reflection on own and others' roles and responsibilities in the provision of compassionate care in health and social care settings, and at different stages of the patient's/client's care pathway

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. Active participation is an essential component of this module and students are expected to engage with the scheduled activities. Opportunities will be given for students to engage in critical discussion around essential ethical and health related concepts. The use of modified lectures, online activities and group/peer discussion will be included with a range of student-centred activities.	
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)
Tutorial / Synchronous Support Activity	10
Personal Development Plan	6
Asynchronous Class Activity	24
Independent Study	160
n/a	
n/a	
TOTAL	200

Indicative Resources

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

Babaei, S., Taleghani, F. and Farzi, S. (2022) 'Components of compassionate care in nurses working in the cardiac wards: A descriptive qualitative study', Journal of Caring Sciences, 11(4), pp. 239–245. Available at: https://doi.org/10.34172/jcs.2022.24.

Baughan, J. and Smith, A. (2013). Compassion, Caring and Communication: Skills for Nursing Practice. 2 ed. New York: Routledge.

Chambers, C. and Ryder, E. (2020). Supporting compassionate healthcare practice: Understanding the role of resilience, positivity and wellbeing. Oxon: Routledge.

Clarke, J. (2013). Spiritual care in everyday nursing practice. A new approach. London: Palgrave Macmillan.

Durkin, M., Gurbutt, R. and Carson, J. (2018) 'Qualities, teaching, and measurement of compassion in nursing: A systematic review', Nurse Education Today, 63, pp. 50–58. Available at: https://doi.org/10.1016/j.nedt.2018.01.025.

Gregory, J. (2024) 'Understanding the communication skills that support nurses to provide person-centred care', Nursing Standard, 39(2) pp. 61-66.

Hewison, A. and Sawbridge, Y. (2016). Compassion in nursing: theory, evidence and practice. London: Palgrave.

Khatatbeh, H., Pakai, A., Al-Dwaikat, T., Onchonga, D., Amer, F., Prémusz, V. and Oláh, A. (2021) 'Nurses' burnout and quality of life: A systematic review and critical analysis of measures used', Nursing Open, 9(3), pp. 1564–1574. Available at: https://doi.org/10.1002/nop2.936

Koenig, H. J. (2013). Spirituality in patient care - why, how, when and what. 3rd edn. West Conshohocken, PA: Templeton Press.

Kondaguli, S.V., Rana, S. and Balagar, N. (2023) 'Compassionate nursing care: A refined approach to facilitate healing – an expository perspective review', International Journal of Health Sciences and Research, 13(9), pp. 68–78. Available at: https://doi.org/10.52403/ijhsr.20230912

McCormack, B., McCance, T. and Dewing, J. (2020) 'The person in person-centred practice', in B. McCormack, T. McCance, C. Bulley, A. McMillan and S. Martin (eds) Fundamentals of person-centred healthcare practice. Hoboken, NJ: Wiley-Blackwell

Papadopoulos, I. (2020). Culturally competent compassion: a guide for healthcare students and practitioners. London: Routledge.

Phelan, A., McCormack. B., Dewing, J., Brown, D., Cardiff, S., Cook, N.F., Dickson C.A.W., Kmetec, S., Lorber, M., Magowan, R., McCance, T., Skovdahl, K., S. Štiglic, and van Lieshou, F. (2020) 'Review of developments in person-centred care', International Practice Development Journal, 10(3), pp. 1–29. Available at: https://doi.org/10.19043/ipdj.10Suppl2.003

Su, J.J., Paguio, J.T., Masika, G.M., Wang, M. and Redding, S.R. (2021) 'Learning compassionate care: Experiences of nursing students', Nurse Education in Practice, 53(103092), p. 103092. Available at: https://doi.org/10.1016/j.nepr.2021.103092.

Taşdemir, H.İ., Aydın, R., Ergezen, F.D., Taşdemir, D. and Ergezen, Y. (2023) 'Unveiling the burden of compassion fatigue in nurses', Nursing Ethics, 31(2-3). Available at: https://doi.org/10.1177/09697330231200571.

Online

The Scottish Government (2018). Health and Social Care Standards: My support, my life.

Available at: https://scotgov.publishingthefuture.info/publication/health-and-social-care-standards-my-support-my-life (Accessed 20 Nov 2025).

The Scottish Government (2017). Nursing 2030 Vision: Promoting Confident, Competent and Collaborative Nursing for Scotland's Future Available at: https://www.gov.scot/publications/nursing-2030-vision-9781788511001/ (Accessed 20 Nov 2025).

The Scottish Government (2016). Health and Social Care Delivery Plan Available at: https://www2.gov.scot/Resource/0051/00511950.pdf (Accessed 20 November 2025).

The Scottish Government. (2010). NHS Scotland Quality Strategy - putting people at the heart of our NHS. Edinburgh: The Scottish Government. Available at: https://www.gov.scot/binaries/content/documents/govscot/publications/report/2010/05/healthcare-quality-strategy-nhsscotland/documents/0098354-pdf/0098354-pdf/govscot%3Adocument. (Accessed 20 November 2025)

West, M., Eckert, R., Collins, B. and Chowla, R.(2017). Caring to change. How compassionate leadership can stimulate innovation in health care, London: The Kings Fund. Available at https://www.kingsfund.org.uk/sites/default/files/field/field_publication_file/Caring_to_change_Kings_Fund_May_2017.pdf. (Accessed 20 November 2025).

(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:

Evidence of active participation / engagement with: course material and resources, and scheduled group and formative activities

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	David Hunter
External Examiner	L Hollowood
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Assessment will be based on one written piece of work (4,500 words, 100%), that will address all four learning outcomes. The written piece of work will be a systematic critique of contemporary literature in the delivery of compassionate care. The critique will require the student to review factors that impact on or influence the delivery of compassionate care; and analyse tools, techniques and strategies used to promote effective delivery of compassionate care.
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
Essay	☒	☒	☒	☒	☐	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
Module Coordinator Updated reading List	5th January	Shona Hynd