



Module Descriptor

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| Title | Managing Holistic Care | | |
| Session | 2025/26 | Status | Published |
| Code | NURS11155 | SCQF Level | 11 |
| Credit Points | 30 | ECTS (European Credit Transfer Scheme) | 15 |
| School | Health and Life Sciences | | |
| Module Co-ordinator | Audrey Murray | | |
| Summary of Module | | | |
| <p>This module will provide the student with the opportunity to care for people with a range of healthcare needs to promote positive outcomes for individuals. It will allow further development of critical decision-making skills within a multidisciplinary care team.</p> <p>The practice element will allow the student to demonstrate an increasing degree of independence. The student will be supported to take the lead in relation to assessing, planning, implementing and evaluating safe and effective person-centred care, taking cognisance of professional and legislative requirements within health care delivery.</p> <p>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/reasonableadjustments-policy.pdf). In particular section 23:</p> <p>"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".</p> <p>Students will have opportunity in placement experience to apply knowledge and understanding of mechanisms of drug interactions and adverse drug reactions to medicines optimisation, medicines administered and clinical practice (BiNE, L09, 10 & 11).</p> <p>Students will maintain an ePortfolio (TURAS) to reflect the application of theory to practice.</p> <p>This is a six-week theory module with a 12 week practice placement experience which includes a four week wider experience.</p> | | | |

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| Module Delivery Method | On-Campus¹ <input type="checkbox"/> | Hybrid² <input checked="" type="checkbox"/> | Online³ <input type="checkbox"/> | Work -Based Learning⁴ <input type="checkbox"/> | | |
| Campuses for Module Delivery | <input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries | | <input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley | <input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify) | | |
| Terms for Module Delivery | Term 1 | <input checked="" type="checkbox"/> | Term 2 | <input type="checkbox"/> | Term 3 | <input type="checkbox"/> |
| Long-thin Delivery over more than one Term | Term 1 – Term 2 | <input type="checkbox"/> | Term 2 – Term 3 | <input type="checkbox"/> | Term 3 – Term 1 | <input type="checkbox"/> |

| Learning Outcomes | |
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| L1 | Critically apply life science knowledge to the pathophysiology and symptomology of common conditions. |
| L2 | Critically appraise the evidence base for the principles and practice of adult nursing, including the epidemiology and aetiology of the major conditions affecting individuals. |
| L3 | Analyse, evaluate and synthesise evidence-based nursing care related to the major conditions and complex needs of people to optimise positive outcomes. |
| L4 | Demonstrate critical understanding and decision-making skills for safe and effective management of the complex care of adults. |
| L5 | Demonstrate evidence of achievement of the required standards of proficiency associated with your professional discipline. |

| 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 11 Knowledge of the pathology and symptomatology of common health problems including the epidemiology and aetiology of the major conditions affecting individuals. Knowledge of the relevant professional: ethical and legal issues which influence adult health care. Knowledge of assessment and care management of common health problems. Ongoing achievement with the research process. |

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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| Practice: Applied Knowledge and Understanding | <p>SCQF 11</p> <p>Communicating effectively with inter-professional and inter-agency disciplines.</p> <p>Ensuring patient safety and clinical governance procedures are followed.</p> <p>Identifying and applying evidence-based practice to the provision of nursing care. Utilising literature search strategies and appraisal skills to critically evaluate the evidence base of the student's chosen topic/issue, including the implications of the findings for practice.</p> <p>Critically reflecting and evaluating the principles of professional practice required to achieve the NMC Standards of Proficiency for Registered Nurses (NMC, 2018).</p> |
| Generic Cognitive skills | <p>SCQF 11</p> <p>Demonstrating knowledge and understanding of the scope of professional and multi-disciplinary values and practice.</p> <p>Reflecting and evaluating own responses to differing problems and issues with an increasing and varying level of complexity.</p> <p>Demonstrating the ability to make safe informed, care management decisions.</p> |
| Communication, ICT and Numeracy Skills | <p>SCQF 11</p> <p>Effective communication, numeracy and IT skills that support safe and effective nursing practice.</p> <p>This may include developing and evaluating the use of - Care plans Nursing notes Integrated care pathways Multi-disciplinary team meetings Drug administration Relevant risk assessment tools</p> <p>Progressively demonstrating increased proficiency in relation to numeracy including, databases, rating scales and the ability to present logical and coherent information using graphs.</p> |
| Autonomy, Accountability and Working with Others | <p>SCQF 11</p> <p>Appraising the complexities of partnership working with users, carers and other agencies.</p> <p>Utilising initiative in response to the needs of people with health care needs within accepted professional boundaries and personal and professional practice limitations.</p> <p>Accountability for personal and professional maintenance and development.</p> <p>Critically evaluating and justifying the clinical decisions made in the delivery of care within a variety of contemporary health care environments.</p> <p>Exercising knowledge and skills in effective delegation and the supervision of others within acceptable practice boundaries and contributing to team reflection and supervision activities to promote improvement in nursing practice..</p> |

| Prerequisites | Module Code | Module Title |
|---------------|-------------|--------------|
| | Other | |
| Co-requisites | Module Code | Module Title |

| Learning and Teaching | |
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| <p>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.</p> <p>The learning and teaching strategies on this module contribute to the development of UWS graduate attributes as outlined in "I am UWS", specifically the completion of the portfolio activities develop skills in critical thinking, self- reflection, collaboration, problem-solving, and communicating effectively. In addition the graduate skills of emotional intelligence, social responsibility, knowledge, autonomy and resilience will also be enhanced. Module hours exceed the norm because of the practice learning element.</p> | |
| Learning Activities | Student Learning Hours |
| During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | (Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Lecture / Core Content Delivery | 6 |
| Tutorial / Synchronous Support Activity | 26 |
| Laboratory / Practical Demonstration / Workshop | 40 |
| Practice-based Learning | 480 |
| Personal Development Plan | 15 |
| Independent Study | 213 |
| TOTAL | 780 |

| Indicative Resources |
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| <p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Dougherty, L. and Lister, S. (2015) The Royal Marsden Hospital Manual of Clinical Nursing Procedures. 9th Ed. Oxford: Wiley-Blackwell.</p> <p>Elcock, K, Wright, W, Newcombe, P, Everett, F (2019) Essentials of Nursing Adults. SAGE, London [Core text] Nicol, J. and Hollowood, L. (2019) Nursing Adults with Long-term Conditions. 3rd Ed. SAGE, London. Page, K. and McKinney, A (2012) Nursing the Acutely Ill Adult: Case Book. London: Open University Press. Pears, R. and Shields, G. (2019) Cite them right: the essential referencing guide. 11th Ed. London: RED GLOBAL PRESS.</p> <p>Peate, I. (2019) Alexander's Nursing Practice. 5th Ed. London: Elsevier.</p> |
| <p>(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)</p> |

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#), Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

100% attendance is expected in this module. If your attendance falls below 80%, you will be contacted, in adherence to the 24/25 UWS Student Attendance and Engagement Procedure, and may be asked to agree a re-engagement support plan.

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: 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.

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

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| Divisional Programme Board | Adult Nursing Community Health |
| Overall Assessment Results | <input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded |
| Module Eligible for Compensation | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If this module is eligible for compensation, there may be cases where compensation is not permitted due to |

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| | programme accreditation requirements. Please check the associated programme specification for details. |
| School Assessment Board | Pre-registration Adult Nursing |
| Moderator | Vivianne Crispin |
| External Examiner | N Blythe |
| Accreditation Details | NMC |
| Module Appears in CPD catalogue | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Changes / Version Number | 1.09 |

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| Assessment (also refer to Assessment Outcomes Grids below) |
| Assessment 1 |
| This module will be assessed by an oral presentation/exam on the care of an individual with a major health condition. Students will present an overview of a patient they have cared for, followed by questions from the examiner(s) (100% weighting). |
| Assessment 2 |
| Successful completion of placement as evidenced by practice assessment documentation (PAD). Submission of completion of practice learning experience is evidenced by uploading of accurately completed final assessment pages from the Scottish Nursing Practice Assessment Document as directed in the module handbook. All assessment components must be passed to achieve an overall pass for this module, NMC (2018) do not permit compensation of assessment across theory and practice learning. |
| 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 |
| Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 100 | 1 |

| Component 2 | | | | | | | |
|---------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|--|---------------------------------|
| Assessment Type | LO1 | LO2 | LO3 | LO4 | LO5 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
| Performance/ Studio work/ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 0 | 0 |

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| Placement/ WBL/ WRL assessment | | | | | | | |
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| Component 3 | | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|---|
| Assessment Type | LO1 | LO2 | LO3 | LO4 | LO5 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Combined total for all components | | | | | | 100% | 1 hours |

Change Control

| What | When | Who |
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