Module Descriptor

Title	Values in Practice		
Session	2026/27	**Status**	Published
Code	NURS07046	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Iris Wilson		

Summary of Module

The module is designed to facilitate the students' understanding of values based practice and to demonstrate the proficiencies required to deliver compassionate person centred care within a range of health and social care environments. This will include activities designed to connect the student with their own values and ethical beliefs, exploring the influences on the development of personal values and considering how personal professional values influence how care is delivered. The module has shared components exploring core elements of values based practice that the student can then relate to themselves and to their own field of practice during a period of placement experience within a range of healthcare settings. The module is suitable for both adult and mental health field students and is delivered using a blended approach to education that involves guided study, tutorials/worshops and practice related activities.

Students will study online and have campus based sessions designed primarily as workshops, tutorials or sessions to develop skills to prepare them for a practice learning experience where they will consolidate learning and further develop values based practice. The module concludes with a review of learning and an opportunity for reflection and personal development planning

Sessions in the module and on-line resources will cover topics including an understanding of values, ethics and compassion; the role of culture and society in the formation of values and beliefs; links between values and experience. The relationship between personal and professional values will be examined and the connections between personal experience, values and health behaviours. Value systems in care environments will also be examined through the discussion of recent events, for example, Starved of Care (2011) Francis (2013), Gosport Independent Panel (2018). The module also covers professional values and their relationship with recovery; definitions of values-based practice and the links between valuesbased practice and person-centred care.

Skills will be developed through simulation and practice.

Students will be encouraged to consider issues relating to moral courage, speaking out and raising concerns, diversity and viewpoint diversity. The importance for nursing practice of intelligence , problem solving and evidence will be discussed and explored.

Ethical aspects of the programme threads of palliative and end of life care, suicide and self-harm, law and safeguarding, trauma and abuse, will inform module content Specifically students will reach the "informed" level of suicide awareness as described by The NES Mental Health Improvement and Suicide Prevention Framework (2019)

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	Discuss the role of culture and society in the development of personal and professional values.
L2	Demonstrate understanding of how previous experiences shape values and health related behaviours.
L3	Discuss the importance of service user and family involvement in the planning and delivery of care.
L4	Demonstrate evidence of achievement of the required standards of proficiency associated with your professional discipline.
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 7** Appreciation of the body of knowledge that underpins the delivery of values based compassionate nursing care. Awareness of the ethical issues related to shared care and partnership working. Understanding of the factors influencing the development of values and beliefs and their impact on health outcomes.

[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

	Awareness of their own values and beliefs and understanding of how they influence delivery of compassionate nursing care. Understanding of the impact of stigma around some clinical presentations. Understanding the principles and implications of the relevant professional regulatory codes of practice An understanding of the role of values in evidence based nursing. Understanding of the values underpinning the delivery of safe and effective practice.
Practice: Applied Knowledge and Understanding	**SCQF 7** The delivery of compassionate, evidence based care with people from diverse population who may be experiencing a degree of vulnerability. The delivery of compassionate care involving the practical application of knowledge, skills and professional values. The delivery of compassionate, values and evidence based nursing care within care delivery situations that are planned and unplanned.
Generic Cognitive skills	**SCQF 7** SCQF Level 7. The delivery of compassionate, evidence based care with people from diverse population who may be experiencing a degree of vulnerability. The delivery of compassionate care involving the practical application of knowledge, skills and professional values. The delivery of compassionate, values and evidence based nursing care within care delivery situations that are planned and unplanned.
Communication, ICT and Numeracy Skills	**SCQF 7** Use a wide range of routine skills and some advanced skills associated with the compassionate delivery of safe and effective nursing care. Understand the requirement for compassion when delivering, or preparing to deliver common healthcare techniques. Sensitively record the assessment, planning and evaluation of care using the placement providers, frameworks, processes, equipment and programmes. Use a range of methods to communicate health related concepts effectively to people,their families,carers and professionals. Use a range of digital resources to enhance learning.
Autonomy, Accountability and Working with Others	**SCQF 7** Exercise some initiative and independence in carrying out essential care tasks and do this through values based compassionate care delivery. Use resources in a respectful and considerate manner. Take the lead in implementing agreed plans in familiar or defined contexts. Take account of own and others' roles and responsibilities when carrying out and evaluating tasks. Demonstrate the ability to work within professional, legal and ethical frameworks underpinning nursing practice.

	Practice under supervision and, when appropriate, demonstrate the ability to show initiative in specific areas of care whilst recognising their limitations. Work, under guidance, with others to acquire an understanding of current professional practice.

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.

The teaching and learning approaches on this module are informed by the concept of the "flipped classroom". This approach allows the student to work on-line using the University Virtual Learning Environment (Aula) to prepare for classroom sessions which are interactive and experiential. Students are taught is small groups working collaboratively with peers to achieve the module learning outcomes. The outcomes are assessed using some of the principles of the innovative concept of 'patchwork assessment'. This involves continuous formative feedback supported by peer engagement,as described in the HEA Framework for transforming assessment in higher education (2016). Students engage in deep and meaningful feedback with each other and students should have the opportunity to support their peers whilst working in reflective groups.

The formative assessment allows students to share'patches' with other students in small group discussions to encourage collaborative learning and formative peer feedback.

The summative assessment is comprised of 4 'patches' relevant to module content submitted individually. The learning and teaching strategies on this module contribute to the development of UWS graduate attributes as outlined in I am UWS, specifically 'UNIVERSAL'- emotionally intelligent, ethically minded and culturally aware, 'WORK-READY'- motivated, and ambitious; AND 'SUCCESSFUL'- creative and resilient.

Module hours exceed the norm because of the practice learning element.

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	20
Tutorial / Synchronous Support Activity	14
Laboratory / Practical Demonstration / Workshop	14
Personal Development Plan	4
Practice-based Learning	240
Asynchronous Class Activity	24
Independent Study	124
TOTAL	440

Indicative Resources

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

Ballatt , A et al (2020) Intelligent kindness , 2nd Ed, Cambridge , CUP

Braithwaite, B (2020) Diversity and cultural awareness in nursing practice. Learning Matters, Sage.

Morgan, A, Felton, A, Bulford, B, Kalathil, J & Stacey, G (2016) Values and ethics in mental health: an exploration for practice. London , Palgrave.

Gwande, A (2014) Being mortal: Illness medicine and what matters in the end. London, Profile Books

Holland, K (2018) Cultural awareness in nursing and healthcare: an introductory text. LA, Sage, Learning Matters.

Mannix K (2019). With the end in mind: how to live and die well, London, William Collins

Stock, K (2021) Material girls: Why reality matters for feminism. Fleet Publishing

Wilson, C (2019) The language of kindness: a nurses story. London, Chatto & Windus

(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:

The Nursing and Midwifery Council require that students complete 2300 hours of theoretical preparation. Therefore, there is an expectation that all students attend all scheduledactivities associated with the module. This includes on campus and synchronous online 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. 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 L7-8
Moderator	Angie McDonald
External Examiner	E Street
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Essay (written assessment)
Assessment 2
Practice Learning experience
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**
Performance/ Studio work/ Placement/ WBL/ WRL assessment	☐	☐	☐	☒	☐	0	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
Equality and diversity statement, attendance statement, and module hours updated to reflect 48 hours contact.	070225	Marie McCaig
Removed 70% PLE assessment	010325	Marie McCaig