



Module Descriptor

Title	Essentials of Adult Nursing		
Session	2025/26	Status	Published
Code	NURS07062	SCQF Level	7
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Health and Life Sciences		
Module Co-ordinator	Wendy Irving		

Summary of Module

This module will introduce students to the current Nursing and Midwifery Council (NMC) Code (2018), which will include investigating moral and ethical issues, accountability, responsibility, confidentiality, informed consent and the requirements for Fitness to Practice.

To support students' understanding of their role as a student nurse, and future professional nursing role, there will be engagement with resources and discussions on what underlines effective multidisciplinary working such as teamwork, accurate record keeping, effective communication (including interprofessional and with patients/service users), using empathy and compassion and introducing students to the use of relevant nursing/medical terminology.

This module will introduce students to nursing theories, processes, models and assessment tools, relating them to patient safety and quality nursing care in practice. It shall also introduce them to palliative/end-of-life care. To support this relationship between theory and practice, students will engage with clinical skills sessions that introduce them to fundamental nursing skills and procedures.

Formative opportunities will be provided during this module in a variety of mechanisms which may include: feedback on classroom-based activities from academics and/or peers, feedback on performance of nursing skills and procedures, feedback on assessment plans or short pieces of formative work and feedback from wider university support services (e.g. Academic skills team).

Educate students to understand NMC guidelines within moral and ethical issues and accountability - confidentiality, and informed consent. A key focus is communication and patient safety including evidenced based theory and how that relates to clinical practice. This module contributes to the UN Sustainable Development Goals (SDGs) (2023) SDG 3 Good Health and Wellbeing, SDG - 4 Quality Education, and SDG-10 Reduced Inequalities and SDG-17 Partnership for Goals, 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-Campus¹ <input type="checkbox"/>	Hybrid² <input checked="" type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>		
Campuses for Module Delivery	<input checked="" type="checkbox"/> Ayr <input checked="" type="checkbox"/> Dumfries		<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" 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	
L1	Demonstrate an understanding of the Nursing and Midwifery Council (2018) Code and its relationship to professionalism in nursing.
L2	Demonstrate an understanding of the importance of professional communication and its relationship to patient safety.
L3	Develop understanding of the terminology used within nursing practice, including medical terminology.
L4	Relate the evidence-based nursing theory and knowledge to application of the nursing skills and procedures required in fundamental patient 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)	<p>SCQF 7</p> <p>Knowledge and developing understanding of the Nursing and Midwifery Council's (NMC) role, the current Code and impact on student nurses and registrants conduct and practice.</p> <p>Knowledge and developing understanding of Fitness to Practice and the requirements by the NMC regarding professional behaviour and communication, as well maintaining own health and wellbeing for safe practice.</p> <p>Knowledge and developing understanding of multidisciplinary teamwork, required components and its impact on safe patient care.</p>

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

	<p>Knowledge and developing understanding of nursing/medical terminology, including prefixes and suffixes that assist interpretation of the terminology.</p> <p>Knowledge and developing understanding of the theories of nursing and their translation into effective and safe nursing practice.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF 7</p> <p>Application of knowledge of the NMC Code, professional behaviours and communication processes in relation to safe nursing practices, including patient assessment using appropriate assessment tools and appropriate infection control procedures.</p> <p>Application of knowledge, skills and understanding with regards the fundamental aspects of nursing care, such as personal care.</p>
Generic Cognitive skills	<p>SCQF 7</p> <p>Developing investigative problem solving and decision-making skills.</p> <p>Interpretation and initial analysis of evidence (i.e. from learning materials, professional articles, government reports, multimedia sources, etc.)</p> <p>Interpretation of clinical data collected during clinical scenarios.</p>
Communication, ICT and Numeracy Skills	<p>SCQF 7</p> <p>Engage with a range of technologies to enhance independent learning.</p> <p>Develop a range of communication and interpersonal skills, with a variety of stakeholders (eg student peers, lecturers and in simulation, with the patient).</p> <p>Use a range of numerical skills in relation to measurement and recording of various patient parameters.</p> <p>Understanding of medical and nursing terminology linked to professional communication.</p>
Autonomy, Accountability and Working with Others	<p>SCQF 7</p> <p>Developing self-confidence and self-efficacy.</p> <p>Developing professional accountability and an appreciation of their role within the class, group work and when in the clinical skills laboratories.</p>

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

Learning and Teaching
<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>You will be taught through a combination of lectures, tutorials, workshops and, if part of this module, guided activity in our clinical skills laboratories. This will be supported by materials hosted on our virtual learning environment. Your time on campus is also designed to support your professional development as you work towards becoming a Registered Nurse. Group work, role play, and presentations help you to develop the communication, teamworking and leadership skills needed for professional practice.</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	20
Tutorial / Synchronous Support Activity	10
Laboratory / Practical Demonstration / Workshop	6
Personal Development Plan	3
Independent Study	161
n/a	
TOTAL	200

Indicative Resources
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Taylor, J., (2019) Bailliere's Dictionary for Nurses and Health Care Workers, 27th Ed. Elsevier Ltd. Available at https://www.clinicalkey.com/student/nursing/content/toc/3-s2.0-C20160007684?origin=share&title=Bailliere's%20Dictionary%20for%20Nurses%20and%20Health%20Care%20Workers&meta=2019%2C%20Taylor%2C%20Jayne%2C%20PhD%20MBA%20BSc(Hons)%20DipN(Lond)%20RN%20HV%20RNT&img=https%3A%2F%2Fcdn.clinicalkey.com%2Fck-thumbnails%2FC20160007684%2Fcov200h.gif</p> <p>Nursing and Midwifery Council (NMC) (2018) The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates. Available at https://www.nmc.org.uk/standards/code/ (Accessed: 07 January 2025).</p> <p>Delves-Yates, C. (ed.) (2022) Essentials of Nursing Practice. 3rd edn. London: SAGE Publications.</p> <p>Rowberry, D., Gauntlett, L. & Hurt, L. (eds.) (2023) Essential Clinical Skills in Nursing. London: SAGE Publications.</p> <p>Webb, L. (ed.) (2020) Communication Skills in Nursing Practice. London: SAGE Publications.</p> <p>Benbow, W., Jordan, G., Knight, A. & White, S. (2024) A Handbook for Student Nurses: Introducing key issues relevant for practice. 4th edn. Banbury: Lantern.</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
<p>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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p> <p>The Nursing and Midwifery Council require that students complete 2300 hours of theoretical preparation. Therefore, there is an expectation that all students attend all scheduled</p>

activities 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	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 programme accreditation requirements. Please check the associated programme specification for details.
School Assessment Board	Pre-registration Adult Nursing
Moderator	Fiona Alexander-Ware
External Examiner	TBC
Accreditation Details	NMC
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Changes / Version Number	1
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Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Written Assessment
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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	100	0

Component 2							
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"/>		

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%	0 hours

Change Control

What	When	Who