Module Descriptor

Title	Values in Care		
Session	2026/27	**Status**	Published
Code	NURS07068	**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 shared with adult and mental health nursing programmes. This module is designed to increase students' body of knowledge of the significance of the concept of values-based practice. This is especially important as nursing and health and social care professionals work alongside and provide care for individuals who may be: marginalised and/or experience health inequalities due to biases around gender, age, ethnicity, sexual orientation, health behaviours. Nursing and healthcare professionals must therefore understand the professional values expected of them, whilst showing self-awareness of how their own personal and cultural values may influence both their behaviour and the care they provide.

Through interactive and authentic materials and activities students will develop, apply, and demonstrate knowledge on a range of theories, concepts, and principles related to understanding values. Students will demonstrate an understanding of how experience, culture, and society shape their own values including the influence of bias and stigma on health and healthcare delivery. Students will be able to explain the role and responsibilities of the nurse in navigating situations where values conflict arises, whilst valuing the perspectives of people with lived experience. Students will demonstrate their awareness of the impact of trauma across the lifespan and appreciate how trauma shapes values. In doing so, students will develop an understanding of the social determinants of health and dimensions of health, appreciating and evaluating how ethical, cultural, societal, and political factors influence values.

Students will recognise the impact of public health on individuals, families and communities' health and wellbeing from a local, national and global perspective. Research and policy related to Public Health provides strong support for the role of nurses in both suicide prevention and trauma-informed care. This is demonstrated through national strategies, frameworks, and training programmes that focus on early intervention, compassionate care, and a holistic approach. In this module, students will therefore complete resources to deepen understanding of both trauma and suicide prevention equivalent to an 'informed' level. Students will complete Part 1 of 'Discover Dementia' which contributes to completion of the skilled level of the Promoting Excellence Framework.

During this module, students will also revisit fundamental nursing skills (for example, observations, drug administration practice).

Students will prepare for on campus learning events via digitally enabled learning spaces.

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 the value of experience, and how culture and society impact on personal and professional values. A key focus in this module is service user, and family involvement and participation in the planning and delivery of care. Furthermore, acknowledgement of the roles and responsibilities of the nurse and values-based care and the impact of this on people's diverse beliefs, backgrounds needs and preferences. The impact of public health on individuals and populations from a health and wellbeing perspective contributes to the UN Sustainable Development Goals (SDGs) (2023) SDG-1 No Poverty, SDG -3 Good Health and Wellbeing, SDG - 4 Quality Education, SDG-5 Gender Equality, SDG-10 Reduced Inequalities and SDG-16 Peace, Justice, and Strong Institutions, 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-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	Demonstrate an understanding of how experience, culture, and society shape personal and professional values.
L2	Describe the importance of service user and family involvement and participation in the planning and delivery of care.
L3	Explain the role and responsibilities of the nurse in relation to the provision of values-based care.
L4	Identify how provision of values-based care reflects people's diverse beliefs, backgrounds, needs and preferences.

[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

L5	Evaluate the impact of public health on individuals, families and communities' health and wellbeing from a local, national and global perspective.

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.
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** 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 range of digital resources to enhance learning. Understand the requirement for compassion when delivering or preparing to deliver common healthcare techniques.
Autonomy, Accountability and Working with Others	**SCQF 7** 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. 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.

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	10
Laboratory / Practical Demonstration / Workshop	18
Personal Development Plan	3
Independent Study	149
n/a	
TOTAL	200

Indicative Resources

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

Ballatt, A., Manktelow, R., & Parker, R. (2020) Intelligent kindness. 2nd ed. Cambridge: Cambridge University Press.

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

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

Musson, P (2024) Values, ethics and rights for health and social care. St Albans: Critical 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 scheduled 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	**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	Shona Hynd
External Examiner	E Street
Accreditation Details	NMC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1
Case Study
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**
Case study	☒	☒	☒	☒	☒	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**
MC update	Feb 2026	M McCaig