Module Descriptor

Title	ODP Care of the Vulnerable Person		
Session	2025/26	Status	Published
Code	NURS08054	SCQF Level	8
Credit Points	30	ECTS (European Credit Transfer Scheme)	15
School	Health and Life Sciences		
Module Co-ordinator	Kelly Porteous		

Summary of Module

Through involvement in module activities and assessments, students will develop interpersonal skills and enhance their ability to provide values based person-centred care. This module is supported by a strong foundation of Public Policy relating to Health and Social Care across the lifespan, including European Union Health Strategy (2008-13), the Equally Well Review (Scottish Government 2010), Protecting Vulnerable Groups (Scottish Government 2011) and Standards of Care for Dementia in Scotland (2011). The value of professional, legal and ethical principles and frameworks in protection of vulnerable people is highlighted throughout.

Caring for a range of age groups and illnesses e.g. those experiencing Dementia, learning disabilities, various vulnerabilities and children. This module will also focus on the engagement with research in evidence-based practice and principles of quality improvement.

Graduate attributes developed in this module include skills in social responsibility, ethical mindfulness and resilience, as you come to understand the health challenges across the age span.

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☐	Online[3] ☒	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London	☒ Online / Distance Learning	

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[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

			Paisley ☐		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 the factors which influence human development across the lifespan.
L2	Demonstrate an understanding of the appropriate care for people who are vulnerable utilsiing a holisitic approach.
L3	Critically discuss the concepts of rights, dignity and compassion within health and social care.
L4	Demonstrate an understanding of the value of interpersonal skills, self awareness and awareness of others.
L5	Demonstrate an understanding of factors influencing the development of vulnerability utilising knowledge from life science.

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 8** Demonstrating a critical understanding of the influencing factors which lead to the development of vulnerability and in particular to profile a range of conditions such as dementia, stroke, substance misuse, obesity and cancer. Demonstrate a knowledge of the needs of vulnerable people utilising a holistic approach. Demonstrate an understanding of the professional, ethical and legalconsiderations in the context of vulnerability - to include further development in understanding of pertinent field legislation (e.g Mental Health (Care and Treatment)(Scotland) Act 2003, Adults with Incapacity Act 2000. Demonstrate a knowledge of the concepts of rights, dignity and compassionate care. Demonstrate a knowledge and understanding of relevant literature including Public Policy and research in relation to vulnerability.
Practice: Applied Knowledge and Understanding	**SCQF 8** Using a range of skills, techniques and practices suitable for dealing effectively with a range of people who are vulnerable. Applying a range of specific skills which enable effective engagement and demonstration of the practical application of theoretical concepts. Using reflective skills to develop a deeper understanding of self awareness and awareness of others.

Generic Cognitive skills	**SCQF 8** Undertaking critical evaluation of ideas, concepts, information and issues relating to vulnerability. Applying critical discussion of the literature in relation to professional, ethical and legal issues and recognise the implications for practice. Critically discussing the concepts of dignity, compassion, risk, resilience and holistic care across the lifespan. Evaluating evidence-based approaches within Health and Social Care.
Communication, ICT and Numeracy Skills	**SCQF 8** Demonstrating a range of communication skills to convey complex information to a variety of audiences. Using a range of ICT methods to obtain data. Using and evaluating numerical and graphical data.
Autonomy, Accountability and Working with Others	**SCQF 8** Exercising autonomy and initiative and accountability in relation to team working. Taking responsibility for the evaluation of the work of self and others in defined areas of work and provide constructive feedback to colleagues. Demonstrating knowledge of a wide range of professional, ethical and legal considerations which inform caring for people who are vulnerable. Demonstrating knowledge and work in accordance with professional conduct requirements and professional guidance. Working collaboratively with a range of people.

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. Online delivery of this module will include asynchronus activities provided and designed to be utilised as core and supplementary activities to support online syncrhonus tutorials / workshops.

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
Asynchronous Class Activity	26
Independent Study	240

Personal Development Plan	24
n/a	
n/a	
TOTAL	300

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:
Arakelian, E., Swenne, C.L., Lindberg, S., Rudolfsson, G. and Vogelsang, A.C. (2017) 'The meaning of person-centres care in the perioperative nursing context from the patient's perspective - an integrative review', Journal of Clinical Nursing, 26(17-18), pp. 2527-2544. https://doi.org/10.1111/jocn.13639 (Accessed: 7 February 2027).
Cardoso-Moreno, M. J. and Tomás-Aragones, L. (2017) 'The influence of perceived family support on post surgery recovery', Psychology, Health & Medicine, 22(1), pp. 121-128, https://doi.org/10.1080/13548506.2016.1153680 (Accessed: 7 February 2027).
Drayer, N.J., Wallace, C.S., Yu, H.H., Mansfield, T.D., Cummings, D.L., Hood, D.K., Arrington, E.D. and Kang, D.G. (2020) 'High resiliency linked to short-term patient reported outcomes and return to duty following arthroscopic knee surgery', Military Medicine, 185(1-2), pp. 112–116, https://doi.org/10.1093/milmed/usz180 (Accessed: 7 February 2027).
Glasper, A., McEwing G, and Richardson, J. (eds) (2009) Foundation Studies for Caring. England: Palgrave Macmillan.
Lally, M. and Valentine-French. S. (2017) Lifespan Development: A Psychological Perspective. California: Creative Commons. Available at: http://dept.clcillinois.edu/psy/LifespanDevelopment.pdf (Accessed: 7 February 2025).
Li, Y., Wang, K., Yin, Y., Li, Y. and Li, S. (2019) 'Relationships between family resilience, breast cancer survivors' individual reslience and care giver burden. A cross sectional study', International Journal of Nursing Studies. 88, pp. 79-84. https://doi.org/10.1016/j.ijnurstu.2018.08.011 (Accessed: 7 February 2025).
NHS Education for Scotland (2011) The Ten Essential Shared Capabilities for Mental Health Practice Learning Materials. Available at: https://www.elament.org.uk/media/1207/10_essential_shared_capabilities__2011_version_.pdf (Accessed: 7 February 2025).
NHS Education for Scotland (2009) Spiritual Care Matters: An Introductory Resource for All NHS Scotland Staff. Available at: https://www.nes.scot.nhs.uk/media/23nphas3/spiritualcaremattersfinal.pdf (Accessed: 7 February 2027).
Orenstein, G.A. and Lewis, L. (2020) Eriksons stages of psychosocia development. Treasure Island: StatPearls. Available at: https://www.ncbi.nlm.nih.gov/books/NBK556096/ (Accessed: 7 February 2025).
Scottish Government (2010) Equally Well Review. Available at: https://dera.ioe.ac.uk/id/eprint/1243/2/0100454.pdf (Accessed: 7 February 2025).
Scottish Government (2010) New Dementia Strategy for Scotland: Everyones Story. Available at: https://www.gov.scot/binaries/content/documents/govscot/publications/strategy-plan/2023/05/new-dementia-strategy-scotland-everyones-story/documents/dementia-scotland-everyones-story/dementia-scotland-everyones-story/govscot%3Adocument/dementia-scotland-everyones-story.pdf (Accessed: 7 February 2025).
Sigelman, C. and Rider, E. (2012) Life-Span Human Development. 7th edn. London: Thomson Wadsworth.

White, K. (2009) An Introduction to the Sociology of Health and Illness. 2nd edn. London: Sage.

(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 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:** Students will engage with the module by attending all scheduled synchronous tutorials and participating with all delivered elements of their programme of study. Students must also attend their work-based placement, in line with the requirements of their NHS Employer.

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	Martin Murray
External Examiner	R Evans
Accreditation Details	HCPC
Module Appears in CPD catalogue	☐ Yes ☒ No
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Summative Assessment - Essay Students will be required to submit a 3,000 word essay discussing vulnerability, risk, resilience, Erikson's theory and principles of holistic care.   100% weighting. Students are required to achieve a minimum of 40% in order to pass this module.
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