Module Descriptor

Title	Tissue Viability and Wound Care New		
Session	2026/27	**Status**	Published
Code	HLTH09019	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Clare Wilson		

Summary of Module

The skin is the largest organ in the body. Illness or injury occur can compromise its integrity and lead to a number of tissue viability issues along with other physical, psychological and social problems for the patient and/or their family and carers. Through a patient centred lens contemporary wound care management approaches are explored to help students plan and deliver effective evidence based care.

The module covers the anatmony and physiology of the skin, phases of wound healing, assessment and management of acute and chronic wounds including pressure related damage, the TIMES principle of systematic wound management, research and evidence based practice, management of pain, nutrition and infection. The wider aspects of multi-disciplinary team and professional and legal issues are also addressed.

The on-line collaborative class format enables students studying locally, nationally and internationally to gain an understanding of tissue viability and wound in a global context.

SUITABILITY

Students are expected to be competent with basic IT skills and access to suitable IT equipment commensurate with online learning.

The module is clinically orientated. As such students attending are expected to be qualified health care professionals whose remit involves the managment and care of patients with wounds. Prospective students who are unsure of their suitability should contact the module co-ordinator in the first instance.

GRADUATE ATTRIBUTES

The skills acquisition outklined above contributes to the development all of the UWS Graduate Attributes academically, personally and professionally: UNIVERSAL; WORK-READY and importantly SUCCESSFUL!

SUSTAINABLE DEVELOPMENT GOALS

End poverty in all its forms everywhere

Ensure healthy lives and promote well-being for all at all ages

Reduce inequality within and among countries

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	With reference to related anatomy and physiology, discuss in depth the factors which compromise skin integrity and may lead to wound formation.
L2	Critically review evidence based guidelines, protocols and assessment tools that may be employed in tissue viability process.
L3	Critically analyse the professional, ethical and legal issues related to the promotion of skin integrity and wound management.
L4	Evaluate the role of effective health education strategies and discuss the role of the multi- professional team who may offer advice and support to patients with acute or chronic wounds.
L5	Critically reflect on their own area of practice and formulate effective strategies to implement changes relating to wound management practice.

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 9** Demonstrating a broad and integrated knowledge of the factors which affect tissue viability and wound care. Having knowledge of the assessment and management of one or more specialised wounds.

[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

Practice: Applied Knowledge and Understanding	**SCQF 9** Demonstrating the application of practice consistent with evidence based practice and /or clinical guidelines to ensure an individualised and holistic approach to wound management.
Generic Cognitive skills	**SCQF 9** Enhancing the ability to critically analyse current issues affecting the wound healing process. Identifying and analysing issues common to tissue viability.
Communication, ICT and Numeracy Skills	**SCQF 9** Presenting information on wound healing and tissue viability to a range of professionals, patients and their families. Interpreting, using and evaluating a range of data on tissue viability to improve practice.
Autonomy, Accountability and Working with Others	**SCQF 9** Communicating effectively and providing feedback to the multi-agency team regarding the patient's health and social care needs. Taking appropriate action to communicate with multi-agency team members regarding any issues or risks with the necessary degree of urgency.

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. This module is delivered fully online. In a fully online delivery model students will be exposed to a series of online learning units that contain the core learning content for the module. These will require students to take part in a range of asynchronous personal and group learning activities. These will be supplemented with synchronous online learning events.	
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
Personal Development Plan	6
Asynchronous Class Activity	26
Independent Study	158
n/a	

n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Each module unit is accompanied by contemporary research papers and reading list. There is no core text for this module, all are considered recommended reading: Dealey, C. (2012) The Care of Wounds: a Guide for Nurses. Chichester: Wiley. Flanagan, M. (2013)Wound Healing and Skin Integrity: Principles and Practice.Wiley-Blackwell.ISBN: 978-0470-65977-9 Ryan, K. (2014) Wound care (Survival Guide series). Hove: Routledge. Scemons, D. and Elston, D. (2009) Wound Care (3rd ed). New York: McGraw-Hill Professional. In addition to these texts students will be further directed to a wide range of contemporary international, national and local information to support the module content and learning outcomes.
(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:** Students attending this module are expected to commit to an average of 10 hours study per week over the duration of the module, ultimately totalling the 200 hrs required for this 20 credit Level 9 module.

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. IIn 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. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.
(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	**Biological Sciences 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	Health
Moderator	Christopher Mafuva
External Examiner	G Bachi
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
CASE STUDY. Summative 4000 word patient case study based on students clinical experience of their own choice. Accounts for 100% of the total mark.
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
Assessment Hours corrected	03/12/2024	MC
Update to only 1 component and MC updated	28/01/2026	CW