



Module Descriptor

Title	Skills for Holistic Healthcare Practice		
Session	2024/25	Status	
Code	NURS09225	SCQF Level	9
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Health and Life Sciences		
Module Co-ordinator	Wendy Irving		

Summary of Module

Holistic skills are critical to the delivery of safe and person-centred evidence-based practice. This module will help students develop the skills required for effective nursing practice within the UK healthcare setting, focusing on the standards of proficiencies set out by the Nursing and Midwifery Council (NMC) (2023) Standards for Pre-registration Nursing Education.

Students will utilise a range of knowledge and nursing theories, concepts, values and decision making within nursing assessments and care delivery. Patient safety and quality improvement are dominant principles within the module; therefore students' skills will be developed by engaging with emergent and evolving scenarios in a simulated environment.

Module Delivery Method	On-Campus¹	Hybrid²	Online³	Work -Based Learning⁴
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input 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 type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>
			Term 3	<input type="checkbox"/>

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

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"/>
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Learning Outcomes	
L1	Demonstrate a broad and integrated understanding of evidence-based theory and apply this effectively in the delivery of person-centred care.
L2	Display synthesis of a variety of patient status indicators using both technical and interpersonal skills.
L3	Interpret and evaluate numerical data in order to accurately establish patient status throughout the delivery of safe care.
L4	Analyse and take appropriate action in response to patient illness, complex care needs and associated clinical indicators.
L5	Utilise a range of knowledge, theory, concepts and values to inform clinical decision making for nursing assessments and therapeutic interventions for individuals, families and carers.

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 Displaying a critical understanding of the need to apply evidence based theory and relate this to skills delivery
Practice: Applied Knowledge and Understanding	SCQF 9 Practice essential nursing skills in a simulated healthcare setting. Hand hygiene; vital signs and associated documentation; ABCDE assessment and management; patient safety skills (SBAR, NEWS, WHO Patient Safety Guidelines, NMC standards and proficiencies); medicines management and calculations; complex deteriorating patient scenarios; Basic Life Support (BLS).
Generic Cognitive skills	SCQF 9 Evaluating the theory supporting the skills acquisition and how it impacts on practice. Undertaking self-directed study drawing on a range of resources to assist their understanding of evidence-based practice.
Communication, ICT and Numeracy Skills	SCQF 9 Displaying effective ICT communication strategies to relay information regarding patient status. Accurate completion of nursing documentation.
Autonomy, Accountability and Working with Others	SCQF 9 Evidencing the ability to work within professional, legal and ethical frameworks underpinning nursing practice. Practicing independently within the nursing team and demonstrate the ability to show initiative in specific areas of nursing care whilst recognising their limitations.

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>This module is delivered via classroom and skills laboratory classes. Students will be active participants in the class and there is an expectation that they will work in small groups or individually to safely and effectively assess, plan and evaluate care needs.</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	16
Laboratory / Practical Demonstration / Workshop	32
Asynchronous Class Activity	32
Independent Study	100
Tutorial / Synchronous Support Activity	20
Please select	
TOTAL	200

Indicative Resources
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Clinicalskills.net (2022) Clinical Skills: best practice at your fingertips. Clinicalskills.net Available: https://www.clinicalskills.net/user/login</p> <p>Curr, S. and Fordham-Clarke, C. (2022) Clinical Nursing Skills at a Glance 1st Ed. Wiley: Oxford. Available: https://read.kortext.com/reader/epub/1854922</p> <p>Davison, N. (2020) Numeracy and Clinical Calculations for Nurses, 2nd Ed. Scion Publishing, 2020. ProQuest Ebook Central. Available: https://ebookcentral.proquest.com/lib/uws/reader.action?docID=6500022</p> <p>Delves-Yates, C. (Ed) (2022) Essentials of Nursing Practice. 3rd Ed. London:Sage</p> <p>Elliott, M., (2021) "The global elements of vital signs' assessment: a guide for clinical practice", British journal of nursing, 30:16, pp.956-962. Available: https://web.s.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=0&sid=ca9c24c0-0738-412d-bf65-81b20f7f0c75%40redis</p> <p>Ellis, P. (2020) Understanding ethics for nursing students. Los Angeles: Learning Matters.</p> <p>Lister, S., Hofland, J., Grafton, I. and Dougherty, L. (Eds) (2021) Royal Marsden 10th Edition. Available: https://www.rmmonline.co.uk/</p>

Nursing and Midwifery Council (2018) The Code. Professional standards of practice and behaviour for nurses, midwives and nursing associates. [Online] Available: <https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf>

Nursing and Midwifery Council (2019) Raising Concerns: Guidance for Nurses and Midwives and Nursing Associates. [Online] Available: <https://www.nmc.org.uk/globalassets/blocks/media-block/raising-concerns-v2.pdf>

Waugh, A. and Grant, A. (2023) Ross and Wilson Anatomy and Physiology in Health and Illness. 14th ed. London: Churchill Livingstone. Available: <https://r1.vlereader.com/Reader?ean=9780702072840>

(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:

You are expected to attend all your tutorials and skills classes arranged by the module co-ordinator, and engage with learning material and discussions on module space on Aula.

If you cannot attend the tutorials or skills class you must inform your module co-ordinator why you cannot attend and your expected return date to your studies. If you stop engaging with your studies, UWS will be obliged to withdraw your student sponsorship and inform UKVI as per the UWS policy - Attendance Management Guidance for Sponsored Student Visa Holders

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 on the BSc Nursing Studies programme. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. In line with the above code the School of Health and Life Sciences encourages the disclosure of support requirements including disability, from 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 due to disclosure. The School will endeavour to make reasonable adjustments to teaching and learning approaches and arrangements for assessment, where a student has disclosed specific requirements.

(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 checked="" type="checkbox"/> Yes <input 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	ANCH (Community and Health)
Moderator	Claire Brew
External Examiner	N. Blythe
Accreditation Details	NA
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	1.05

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Objective Structured Clinical Examination (OSCE) (100% weighting)
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
Objective Structured Clinical Examination (OSCE)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100	2

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%	hours

Change Control

What	When	Who
New document format. Updated citation for NMC Standards of pre-registration nursing education. Updated indicative reading list to contemporary books, articles and websites.	26/08/2024	Wendy Irving