



## Module Descriptor

<b>Title</b>	<b>Skills for Holistic Healthcare Practice</b>		
<b>Session</b>	2025/26	<b>Status</b>	Published
<b>Code</b>	NURS09225	<b>SCQF Level</b>	9
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	10
<b>School</b>	<b>Health and Life Sciences</b>		
<b>Module Co-ordinator</b>	Wendy Irving		

### Summary of Module

This module equips students with the essential knowledge, skills, and decision-making capabilities required for safe, evidence-based, and person-centred nursing practice. With a strong focus on nursing assessment across diverse healthcare settings, students will develop proficiency in recognising and responding to clinical deterioration, analysing patient status indicators, and applying evidence-based theory to inform practice.

Emphasising the Standards of Proficiency for Registered Nurses (Nursing and Midwifery Council, 2018), the module focused on Annexe A (communication and relationship management skills) and Annexe B (nursing procedures). Through engagement with simulated clinical environments including immersive and high fidelity simulation, and scenario-based activities, students will refine their technical and interpersonal skills to deliver safe, compassionate, and effective care.

The module is designed to foster clinical reasoning and the synthesis of patient data, enabling students to assess complex care needs, interpret numerical data, and undertake appropriate nursing interventions. By integrating theory with hands-on practice, students will enhance their ability to make informed clinical decisions, ensuring high standards of care for individuals, families, and carers.

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b>	<b>Hybrid<sup>2</sup></b>	<b>Online<sup>3</sup></b>	<b>Work -Based Learning<sup>4</sup></b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

<b>Campuses for Module Delivery</b>	<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 checked="" type="checkbox"/> Other (specify) TNE Bangladesh	
	<b>Terms for Module Delivery</b>	Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
<b>L1</b>	Demonstrate a broad and integrated understanding of evidence-based theory and apply this effectively in the delivery of person-centred care.
<b>L2</b>	Display synthesis of a variety of patient status indicators using both technical and interpersonal skills.
<b>L3</b>	Interpret and evaluate numerical data in order to accurately establish patient status throughout the delivery of safe care.
<b>L4</b>	Analyse and take appropriate action in response to patient illness, complex care needs and associated clinical indicators.
<b>L5</b>	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	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 9</b> Displaying a critical understanding of the need to apply evidence based theory and relate this to skills delivery
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 9</b> 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).
<b>Generic Cognitive skills</b>	<b>SCQF 9</b> 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.
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 9</b> Displaying effective communication strategies to relay information regarding patient status. Accurate completion of nursing documentation.

<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 9</b> 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.
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<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>	
<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>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	6
Laboratory / Practical Demonstration / Workshop	36
Independent Study	146
Tutorial / Synchronous Support Activity	6
Personal Development Plan	6
n/a	
<b>TOTAL</b>	<b>200</b>

<b>Indicative Resources</b>
<p><b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b></p> <p>Clinicalskills.net (2022) Clinical Skills: best practice at your fingertips. Clinicalskills.net Available: <a href="https://www.clinicalskills.net/user/login">https://www.clinicalskills.net/user/login</a></p> <p>Curr, S. and Fordham-Clarke, C. (2022) Clinical Nursing Skills at a Glance 1st Ed. Wiley: Oxford. Available: <a href="https://read.kortext.com/reader/epub/1854922">https://read.kortext.com/reader/epub/1854922</a></p> <p>Davison, N. (2020) Numeracy and Clinical Calculations for Nurses, 2nd Ed. Scion Publishing, 2020. ProQuest Ebook Central. Available: <a href="https://ebookcentral.proquest.com/lib/uws/reader.action?docID=6500022">https://ebookcentral.proquest.com/lib/uws/reader.action?docID=6500022</a></p> <p>Delves-Yates, C. (Ed) (2022) Essentials of Nursing Practice. 3<sup>rd</sup> 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:</p>

<https://web.s.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=0&sid=ca9c24c0-0738-412d-bf65-81b20f7f0c75%40redis>

Ellis, P. (2020) Understanding ethics for nursing students. Los Angeles: Learning Matters.

Lister, S., Hofland, J., Grafton, I. and Dougherty, L. (Eds) (2021) Royal Marsden 10th Edition. Available: <https://www.rmmonline.co.uk/>

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.vlreader.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:**

Students are expected to attend all timetabled classes and scheduled meetings with academic staff. International students must comply with UK Home Office Visa and Immigration (UKVI) requirements for on-campus activities.

Attendance at every class or meeting is recorded and forms part of the student's attendance monitoring record. Failure to meet the attendance requirements as outlined by UKVI may affect the status of a student's visa. A lack of engagement could lead to the loss of visa sponsorship.

### **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](https://www.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.

**(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

<b>Divisional Programme Board</b>	<b>Adult Nursing Community Health</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <b>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.</b>
<b>School Assessment Board</b>	Community and Health
<b>Moderator</b>	Claire Brew
<b>External Examiner</b>	N Blythe
<b>Accreditation Details</b>	
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	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"/>		
<b>Combined total for all components</b>						100%	2 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