



## Module Descriptor

Title	The Principles of Quality in Healthcare Practice		
Session	2025/26	Status	Published
Code	NURS09226	SCQF Level	9
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Health and Life Sciences		
Module Co-ordinator	Fiona Milligan		
<b>Summary of Module</b>			
<p>The practice of nursing requires a robust underpinning of knowledge of the health needs of patients in conjunction with a developed understanding of integrated holistic care, professional values and effective communication skills. This module will enable students develop the necessary understanding of the role of the nursing and Midwifery Council (NMC) with the NMC Standards of proficiency for registered nurses being the foundation of the module content.</p> <p>The module is part of a programme which will assist nurses in understanding the conduct and performance requires of healthcare practice in the United Kingdom (UK) within an adult context. In undertaking this module students will be developing their theoretical understanding and professional value base in the following areas of: autonomous practice, person centred care, working within professional groups, ethical and legal frameworks, values based practice, self management, care of vulnerable people and health education and promotion.</p> <p>The associated skills acquisition contributes to the development of the UWS Graduate Attributes: Universal -critical thinking analytical, inquiring, culturally aware, emotionally intelligent, ethically minded, collaborative, research-minded and socially responsible. Work - Ready- knowledgeable, digitally literate, effective communicator, motivated, potential leader, and Successful- autonomous, incisive, creative, resilient and daring.</p>			

<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"/>	

<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

					<input type="checkbox"/>
<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 checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3 <input type="checkbox"/>
<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>	Critically appraise the integrated processes and care principles which are fundamental to professional practice in healthcare in the United Kingdom.
<b>L2</b>	Evaluate the role that effective communication has in the delivery of safe effective compassionate person centred care.
<b>L3</b>	Identify and analyse the professional, legal and ethical standards of practice and behaviour which are outlined by the Nursing and Midwifery Council (NMC) Code (2018)
<b>L4</b>	Critically appraise and apply current legislation in healthcare delivery in the United Kingdom taking into account the special attention that is required for the protection of vulnerable people
<b>L5</b>	Critically reflect on the role of the nurse in the delivery of holistic care models within the clinical care environment

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> Demonstrating a broad and integrated knowledge of the principles of professional practice, professional values, current legislation in healthcare, effective communication and interpersonal skills
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 9</b> Recognising the importance of inter-professional, multi-agency and service user/carer working. Using a range of specialised or advanced skills in the areas of complex needs/recovery orientated practice The application of professional, legal and ethical sources of information to inform practice.
<b>Generic Cognitive skills</b>	<b>SCQF 9</b> Undertaking critical analysis, evaluation and synthesis of principles of professional practice management, development of self and others. Demonstrating ability to undertake self-directed study drawing on a range of resources to assist understanding of evidence based practice.
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 9</b> Using a range of IT Skills to support work

	Developing increasing levels of autonomy and competence in relation to role play, complex scenarios and risk management
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 9</b> Taking responsibility and exercise accountability for aspects of own professional practice. Collaborating with colleagues, peers in accordance with professional, legal and ethical standards

Prerequisites	Module Code	Module Title
	<b>Other</b>	
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>An interactive student centric approach to learning and teaching underpins the module delivery. Students will demonstrate engagement in online pre tutorial activities through the virtual learning platform in addition to a wide range of classroom activities including lectures, tutorials, and group activities to explore key topics in depth.</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	12
Tutorial / Synchronous Support Activity	24
Independent Study	158
Personal Development Plan	6
n/a	
n/a	
<b>TOTAL</b>	<b>200</b>

Indicative Resources
<p><b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b></p> <p>Chalmers, C. and Ryder, E. (2019) Supporting compassionate healthcare practice: understanding the role of resilience, positivity and wellbeing. London: Routledge</p> <p>Delves- Yates, C. (2018) Essentials for Nursing Practice 2nd edition. Los Angeles: SAGE Publications</p> <p>Gault, I. Luthi, A. Shapcott, J and Reid G (2020) Communication in Nursing and Healthcare: A Guide for Compassionate Practice. United Kingdom: SAGE Publications</p>

Griffith, R. and Tengenah, C. (2017) Law and Professional Issues in Nursing 4th edition. London; Thousand Oaks California: Sage Publications.

Linsley, P. and Kane, R. (2022) Evidence-based practice for nurses and allied health professionals 5th edition. London; Thousand Oaks, California: SAGE Publications

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

**(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.

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

<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  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>School Assessment Board</b>	Community and Health
<b>Moderator</b>	Wendy Irving
<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

<b>Assessment (also refer to Assessment Outcomes Grids below)</b>
<b>Assessment 1</b>
Summative assessment Part1: Computer Based Test with 80% weighting. A 1.5 hour closed book online multiple choice exam related to Learning Outcomes 1,2,3, and 4.
<b>Assessment 2</b>
Summative assignment Part 2; 1,500 word written reflective portfolio assessment, with 20% weighting relating to LO 5
<b>Assessment 3</b>
(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.)

<b>Component 1</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Class test (written))	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	80	2

<b>Component 2</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Portfolio of written work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	20	0

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%	2 hours

### Change Control

What	When	Who