



Module Descriptor

Title	Managing Complex Needs		
Session	2025/26	Status	Published
Code	NURS09233	SCQF Level	9
Credit Points	40	ECTS (European Credit Transfer Scheme)	20
School	Health and Life Sciences		
Module Co-ordinator	Claire Brew		

Summary of Module

This module comprises 6 weeks theoretical study and 8 weeks practice learning experience which will provide the student with the opportunity to care for people with a range of health care needs. Through theory and practice, the student will further develop assessment skills and critical decision making skills within a multidisciplinary care team. Practice learning will be facilitated within a range of healthcare settings.

The practice element will allow the student to demonstrate an increasing degree of autonomy, working towards the equivalent of independence and at times working without direct supervision, where appropriate. The student will be facilitated to take the lead in relation to assessing, planning, implementing and evaluating safe and effective person centred care, taking cognisance of professional and legislative requirements within healthcare delivery.

The module will also equip the student to develop, demonstrate and utilise appropriate graduate skills, management skills including those of leadership and quality improvement strategies to consolidate healthcare delivery.

The module will also facilitate the consolidation of the student's ability to make recommendations related to care load management and the delivery of safe, effective and evidence based interventions.

Students will maintain an ePortfolio to reflect the application of theory to practice.

Module content reflects current NMC proficiencies required for registration as an Adult Nurse. Specific Annexe A & B skills for this module are detailed in the programme skills schedule and preload is related to skills development in assessment, formulation, care planning and clinical decision making.

Students will have opportunity in placement experience to apply knowledge and understanding of mechanisms of drug interactions and adverse drug reactions to medicines optimisation, medicines administered and clinical practice, (BiNE, LO9 & 10, 11).

Programme threads of Learning Disability, Law and Safeguarding, Digital Health Technology, and PEOLC will inform module content. Specifically, promote the rights of people with learning disabilities to participate in decisions about their care and health; assessment of legal capacity; symptom assessment and management, decision making, organ/tissue donation, DNACPR, POA/living wills.

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

Learning Outcomes	
L1	Understand the principles of effective decision-making and apply these to an adult care setting by managing nursing care for patients with complex needs.
L2	Recognise and respond to the challenges of providing safe, effective and person-centred care for people who have co-morbidities and complex care needs in an adult care setting.
L3	Apply skills and knowledge related to monitoring and evaluating of the quality of the patient's care experience and their care outcomes.
L4	Based on life science and nursing theory critically evaluate holistic care provision in a variety of adult healthcare settings.
L5	Demonstrate evidence of achievement of the required standards of proficiency associated with your professional discipline.

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 Management Leadership Pathophysiology and pharmacology related to complex needs Cognitive Dissonance Recognising the deteriorating patient e.g delirium, sepsis

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

	Clinical supervision Palliative care Long term conditions
Practice: Applied Knowledge and Understanding	SCQF 9 Prioritisation Team management Clinical decision making Assessment and evaluation of care needs and interventions
Generic Cognitive skills	SCQF 9 Critical decision making Reflection Appraisal
Communication, ICT and Numeracy Skills	SCQF 9 Communication with a range of service users and multidisciplinary team members Challenging conversation Exploring the role of digital technologies in support care Negotiation skills
Autonomy, Accountability and Working with Others	SCQF 9 Multidisciplinary team working Autonomous decision making Partnership working with service users and healthcare professionals

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>The learning and teaching strategies applied to this module contribute towards the development of UWS graduate attributes as outlined in “I am UWS” See link: https://www.uws.ac.uk/current-students/your-graduateattributes/ specifically, the completion of the portfolio activities develop skills in critical thinking, self- reflection, collaboration, problem-solving, and communicating effectively. Module hours exceed the norm because of the practice element.</p>	
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)

Lecture / Core Content Delivery	5
Tutorial / Synchronous Support Activity	21
Laboratory / Practical Demonstration / Workshop	39
Asynchronous Class Activity	20
Work-based Learning	320
Independent Study	15
TOTAL	420

Indicative Resources
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Alfaro-LeFevre, R. (2016) Critical Thinking, Clinical Reasoning and Clinical Judgement. 6th Edn. Florida: Elsevier.</p> <p>Ellis, P. Standing, M. and Roberts, S. (2020) Patient Assessment and Care Planning in Nursing. 3rd Edn. London: Sage Publications</p> <p>Flin, R. Youngson, GG. and Yule, S.(2016) Enhancing Surgical Performance. A Primer in Non-Technical Skills. Florida: Taylor Francis Group.</p> <p>Harding, M.M. and Snyder, J.S. (2019) Clinical Reasoning Cases in Nursing. 7th Edn. Missouri: Elsevier.</p> <p>Standing, M. (2017) Clinical Judgement and Decision Making in Nursing. 3rd Edn. London: Sage Publications.</p> <p>Pears, R. and Shields, G. (2019) Cite them right the essential referencing guide. London, Red Globe Press/ MacMillan International Higher Education (EBook).</p> <p>(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)</p>

Attendance and Engagement Requirements
<p>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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p> <p>100% attendance is expected in this module. If your attendance falls below 80%, you will be contacted, in adherence to the 24/25 UWS Student Attendance and Engagement Procedure, and may be asked to agree a re-engagement support plan.</p> <p>Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: 100% attendance in Practice Placement areas is required by the end of the programme to meet NMC requirements.</p>

Equality and Diversity
<p>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.</p> <p>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</p>

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	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" 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	Pre-registration Adult Nursing
Moderator	Susanne Lewis
External Examiner	K Norman
Accreditation Details	NMC
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Objective Structured Clinical Examination

Students will individually be assessed using an Objective Structured Clinical Examination (OSCE).

Assessment 2

Placement component (clinical practice and/or simulated practice) linked to this module.

Successful completion of placement as evidenced by practice assessment documentation (PAD). Submission of successful completion of practice learning experience is evidenced by

uploading of accurately completed final assessment pages from the Scottish Nursing Practice Assessment Document as directed in the module handbook.

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 Examinations (OSCEs)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	100	4

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Performance/ Studio work/ Placement/ WBL/ WRL assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	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%	4 hours

Change Control

What	When	Who
Module contact time amended and approved as indicated above.	19/02/25	S Lewis