Module Descriptor

Title	Holistic Care in Adult Nursing		
Session	2026/27	**Status**	Published
Code	NURS09256	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Kevin Lang		

Summary of Module

Holistic Care in Adult Nursing is a module focusing on safe, person-centred evidence-based practice. Students will further develop knowledge, skills and professional behaviours required for effective nursing practice within a range of health and social care settings, with a clear focus on the NMC (2023), Standards Framework for nurse education.

By using a range of simulated authentic scenarios, students will apply critical thinking and decision-making skills, equipping them to take the lead in relation to assessing, planning, implementing and evaluating safe and effective holistic person-centred care. This includes the provision of care to meet the psychosocial needs of the person.

The module content reflects current NMC proficiencies required for registration as an Adult Nurse. Specifically, annexe A & B skills for this module are embedded in the teaching and delivery.

Students will have opportunity to apply knowledge and understanding of pharmacology, mechanisms of intravenous drug interactions and adverse drug reactions to provide safe holisitc nursing care.

The module will also equip the student to develop, demonstrate and utilise appropriate graduate attributes, including management and leadership skills to consolidate care delivery.

Formative opportunities will be provided during this module in a variety of mechanisms which may include: feedback on classroom-based activities from academics and/or peers, feedback on performance of nursing skills and procedures, feedback on assessment plans or short pieces of formative work and feedback from wider university support services (e.g. Academic skills team).

Educate students to apply the principles of assessment and effective decision-making skills to manage holistic care of patients within a variety of settings.Demonstrate and apply knowledge and understanding of holistic skills, related to monitoring and evaluating patients with complex care needs. Apply knowledge of pathophysiology to a range of conditions to effectively manage holistic nursing care. Critically appraise evidence based practice for the delivery of holistic nursing care. The module contributes to the UN Sustainable Development Goals (SDGs) (2023) SDG -3 Good Health and Wellbeing, and SDG - 4 Quality Education, whilst also aligning to the graduate attributes of UWS; universal, work-ready and successful.

United Nations (2023) Sustainable Development: The 17 Goals. Available from: https://sdgs.un.org/goals

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	Apply the principles of assessment and effective decision-making skills to manage holistic care of patients within a variety of settings.
L2	Demonstrate and apply knowledge and understanding of holistic skills, related to monitoring and evaluating patients with complex care needs.
L3	Apply knowledge of pathophysiology to a range of conditions to effectively manage holistic nursing care.
L4	Critically appraise evidence based practice for the delivery of holistic nursing care.
L5	

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** Holistic nursing care of the acutely unwell person. Holistic nursing care of the person with a long-term condition. Holistic nursing care of a person with frailty. Holistic nursing care of the person requiring palliative care and/or end of life care. Holistic nursing care of the person requiring rehabilitation.

[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** Prioritisation of Holsitic Care Effective team management and leadership skills in relation to clinical scenarios. Apply clinical decision making and reasoning skills Assessment and evaluation of care needs and interventions
Generic Cognitive skills	**SCQF 9** Critical decision making Apprasial and evaluation skills Clinical reasoning skills Synthesis of reflection skills
Communication, ICT and Numeracy Skills	**SCQF 9** Effectively use a range of communication skills, digital technologies and a range of numeracy skills that support safe, holistic nursing care.
Autonomy, Accountability and Working with Others	**SCQF 9** Practice independantly within the role of a Part 3 student nurse. Engage in peer learning and feedback to develop a range of skills towards progressing to NMC registration. Practice autonomously, working within legal, ethical and professional boundaries. Demonstrate effective time management and leadership skills in delivery of safe holistic nursing care. Recognising and knowing how, when and why to respond to the complexities in delivery holistic nursing care.

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. You will be taught through a combination of lectures, tutorials, workshops and, if part of this module, guided activity in our clinical skills laboratories. This will be supported by materials hosted on our virtual learning environment. Your time on campus is also designed to support your professional development as you work towards becoming a Registered Nurse. Group work, role play, and presentations help you to develop the communication, teamworking and leadership skills needed for professional practice.

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	10
Tutorial / Synchronous Support Activity	18
Laboratory / Practical Demonstration / Workshop	20
Personal Development Plan	3
Independent Study	149
n/a	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Alfaro-LeFevre, R. (2016) Critical Thinking, Clinical Reasoning and Clinical Judgement. 6th Edn. Florida: Elsevier.

Boyd, C. (2022) Clinical Skills for Nurses (Student Survival Skills),Chichester, Wiley - Blackhall.

Cook, N., Shepherd, A., Dunleavy, S. & McCauley, C. (2022) Essentials of Pathophysiology for Nursing Practice. 2nd edn. London: SAGE Publications.

Ellis, P. Standing, M. and Roberts, S. (2020) Patient Assessment and Care Planning in Nursing. 3rd Ed. London: Sage Publications

Flin, R. Youngson, GG. and Yule, S.(2016) Enhancing Surgical Performance. A Primer in Non-Technical Skills. Florida: Taylor Francis Group.

Harding, M.M. and Snyder, J.S. (2019) Clinical Reasoning Cases in Nursing. 7th Edn. Missouri: Elsevier. Standing, M. (2017) Clinical Judgement and Decision Making in Nursing. 3rd Edn. London: Sage Publications

Perry, A. G, Ostendorf, W., Laplante, N.(2025) Clinical Nursing Skills and Techniques, Eleventh edition, Missouri, Elsevier.

(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:

The Nursing and Midwifery Council require that students complete 2300 hours of theoretical preparation. Therefore, there is an expectation that all students attend all scheduled

activities associated with the module. This includes on campus and synchronous online activities.

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) (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. The Nursing and Midwifery Council (2019) have additional information regarding reasonable adjustments which can be found here: https://www.nmc.org.uk/supporting-information-on-standards-for-student-supervision-and-assessment/student-empowerment/what-to-expect/reasonable-adjustments-if-applicable/
(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	☐ **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	Pre-registration Adult Nursing
Moderator	Audrey Murray
External Examiner	R Armstrong
Accreditation Details	NMC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**

Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Objective Structured Clinical Examination (OSCE) - 2-3 stations.
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 Examinations (OSCEs)	☒	☒	☒	☒	☐	100	0.5

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%	0.5 hours

Change Control

What	**When**	**Who**
