**Module Descriptor**

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| **Title** | Delivering Relational Care | | |
| **Session** | 2026/27 | **Status** | Published |
| **Code** | NURS10043 | **SCQF Level** | 10 |
| **Credit Points** | 20 | **ECTS (European Credit Transfer Scheme)** | 10 |
| **School** | **Health and Life Sciences** | | |
| **Module Co-ordinator** | Marie McCaig | | |

**Summary of Module**

This module provides students with an advanced understanding of relationship-centred care, emphasizing both theoretical underpinnings and practical applications within healthcare settings. The module explores the critical ethical frameworks that underpin effective and compassionate care, fostering the development of skills essential for building and sustaining meaningful therapeutic relationships. Students will engage with key concepts of communication, cultural competence, and collaborative working to critically assess and improve the dynamics between healthcare providers and patients, as well as between interdisciplinary teams.

Students will examine and critically assess advanced strategies used by healthcare professionals to initiate, nurture, and appropriately conclude therapeutic relationships. These strategies include effective communication techniques, conflict resolution skills, establishing trust, and managing professional boundaries. Emphasis will be placed on recognizing when relationships may need to be terminated or adjusted, ensuring that transitions are handled ethically and with sensitivity to the needs and emotions of both patients and professionals.

Students will critically reflect on the Nursing and Midwifery Council (NMC) Annex A skills, which detail essential competencies required for fostering collaborative relationships within healthcare teams. Through reflection and case study analysis, students will explore how these skills support the creation of effective and compassionate interactions with patients, their families, and interdisciplinary teams. Specific focus will be placed on developing communication skills, emotional intelligence, and active listening, ensuring that healthcare professionals can engage empathetically with diverse patient populations. The module will also explore how these skills contribute to an inclusive and culturally sensitive practice, enhancing collaboration within multidisciplinary teams and ensuring high-quality care.

The learning and teaching approach for this module is designed to provide a flexible and interactive experience. Students will have access to a range of reading materials and engaging online resources prior to each class, enabling them to prepare effectively and participate actively in discussions. The majority of classes will be delivered online via Microsoft Teams, with one tutorial scheduled per week. These live sessions will focus on deepening understanding of the content and fostering collaborative learning. Additionally, three in-person drop-in sessions will be available throughout the module, offering face-to#face support for assessment planning and personalized guidance. This blended approach ensures that students have ample opportunities for both structured learning and individual support.

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).

This module contributes to the UN Sustainable Development Goals (SDGs) (2023) SDG 3 Good Health and Wellbeing, SDG - 4 and 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<br>☐ Dumfries | ☐ Lanarkshire<br>☐ London<br>☐ Paisley | ☒ Online / Distance Learning<br>☐ 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** | |
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| **L1** | Demonstrate a critical understanding of the theoretical and ethical foundations of relationship centred care. |
| **L2** | Analyse the application of advanced strategies for establishing, maintaining, and terminating relationships. |
| **L3** | Critically reflect on the NMC Annex A skills that foster collaborative relationships with patients and interdisciplinary healthcare teams, ensuring clear, compassionate, and culturally sensitive interactions. |
| **L4** | Synthesise the impact of culturally competent approaches on relationship centred care. |
| **L5** | |

[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

| Employability Skills and Personal Development Planning (PDP) Skills | |
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| **SCQF Headings** | **During completion of this module, there will be an opportunity to achieve core skills in:** |
| **Knowledge and Understanding (K and U)** | **SCQF 10**<br>The student will develop a critical understanding of the principal theories, concepts and principles of relationship centred care. |
| **Practice: Applied Knowledge and Understanding** | **SCQF 10**<br>The student will apply knowledge of the concepts and principles of relationship centred care using a wide range of the principal professional skills, techniques, practices and/or materials associated with their subject/discipline/sector. |
| **Generic Cognitive skills** | **SCQF 10**<br>The student will critically identify, define, conceptualise and analyse complex/professional problems and issues relating to relationship centred care.<br>The student will critically review and consolidate knowledge, skills, practices and thinking relating to relationship centred care. |
| **Communication, ICT and Numeracy Skills** | **SCQF 10**<br>During online tutorials, the student will communicate with peers, senior colleagues and specialists on a professional level. |
| **Autonomy, Accountability and Working with Others** | **SCQF 10**<br>The student will enhance their skills in contributing to peer discussions whilst exercising autonomy and initiative, showing awareness of own and others' roles and responsibilities. |

| **Prerequisites** | **Module Code** | **Module Title** |
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| | **Other** | |
| **Co-requisites** | **Module Code** | **Module Title** |

| **Learning and Teaching** | |
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| 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.<br>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**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Lecture / Core Content Delivery | 12 |

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| Tutorial / Synchronous Support Activity | 24 |
| Personal Development Plan | 3 |
| Independent Study | 161 |
| n/a | |
| n/a | |
| **TOTAL** | 200 |

**Indicative Resources**

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

Campinha-Bacote, J. (2019) Cultural Competence in Health Care: A Practical Guide. 2nd ed. St. Louis, Missouri: Elsevier.

McConnell, D. (2023) Relationship-Centred Care: A Guide to Creating Person-Centered Health Systems. 1st ed. New York: Springer.

The Health Foundation (2025) The Health Foundation. [online] Available at: https://www.health.org.uk/ [Accessed 14 January 2025].

Watson, J. (2021) Relational Approaches in Healthcare: Addressing Complexity and Empowering Practice. 1st ed. London: Routledge.

**(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

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| 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.<br><br>All learning materials, activities and scenarios will utilise a diverse range of patients to reflect the diversity of students.<br><br>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.<br><br>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**

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| **Divisional Programme Board** | **Mental Health Nursing Midwifery Health** |
| **Overall Assessment Results** | ☐ **Pass / Fail** ☒ **Graded** |
| **Module Eligible for Compensation** | ☐ **Yes** ☒ **No**<br>**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** | MHMH L9-11 |
| **Moderator** | Tamsin MacBride |
| **External Examiner** | H Thomas |
| **Accreditation Details** | NMC |
| **Module Appears in CPD catalogue** | ☒ **Yes** ☐ **No** |
| **Changes / Version Number** | 1 |

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| **Assessment (also refer to Assessment Outcomes Grids below)** |
| **Assessment 1** |
| Essay - 4000 words |
| **Assessment 2** |
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| **Assessment 3** |
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| (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.<br><br>(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** |
| Essay | ☒ | ☒ | ☒ | ☒ | ☐ | 100 | 0 |

| 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 hours |

**Change Control**

| What | When | Who |
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