

Session: 2022/23

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Title of Module: Role Development in Nursing			
Code: NURS11103	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Cate O'Kane		
Summary of Module			
<p>Due to changing complex healthcare systems, nurses are expected to work in new ways. The impact of local, national and global drivers including an aging population, increasing complexity of disease and the delivery of anticipatory care have all been instrumental in driving this change (Scottish Government, 2016; World Health Organization, 2016; NHS, 2019). The impact of these policies has led to nurses learning new skills and taking on additional responsibilities. Many nurses now have additional management and leadership responsibilities which may involve service improvement. Nurses now also have a more active roles in autonomously managing health and well-being.</p> <p>There is a continued focus on developing new, transforming, and extended professional healthcare roles to respond to changing healthcare and workforce needs (World Health Organization, 2015; The Scottish Government, 2017; NHS, 2019). For nurses to effectively take on new responsibilities, it is essential that they are equipped with the necessary skills and knowledge. Nurses should be able to contribute to the implementation of evidence-based practice to ensure the delivery of safe, effective, person-centred care. It has been recognised that there is a connection between what is encountered or experienced in practice and knowledge. Therefore, reflective practice should be encouraged to achieve continued experiential learning. This module aims to develop students' professional knowledge and expertise. By undertaking the module students will develop a solid professional foundation essential for role and professional development.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓	✓			
<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p>Fully Online Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning Learning activities where the main location for the learning experience is in the workplace.</p>					

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
			✓		✓	
Term(s) for Module Delivery						
(Provided viable student numbers permit).						
Term 1		Term 2	✓	Term 3		

[\[Top of Page\]](#)

Learning Outcomes: (maximum of 5 statements)	
On successful completion of this module the student will be able to: L1. Critically examine and appraise the developing roles and responsibilities of the nurse within the context of contemporary healthcare delivery. L2. Critically examine and appraise literature in order to justify an area of practice. L3. Demonstrate critical thinking and reflective skills in order to evidence development within an area of practice.	
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 Level 11. Demonstrate a sound critical knowledge of evidence-based practice.
Practice: Applied Knowledge and Understanding	SCQF Level 11. Identify, analyse and respond to routine professional challenges and issues with nursing. Practice in a range of professional contexts, which includes a degree of unpredictability and autonomy.
Generic Cognitive skills	SCQF Level 11. Utilise legal, ethical and professional guidance in the management of situations requiring a legal, ethical or professional response.
Communication, ICT and Numeracy Skills	SCQF Level 11. Utilise adequate and effective communication skills to work within a multidisciplinary team.
Autonomy, Accountability and Working with others	SCQF Level 11. Practice in ways, which takes account of own and other's roles and responsibilities. Demonstrate a critical and integrated knowledge and understanding of the scope and boundaries of practice.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

[\[Top of Page\]](#)

Learning and Teaching	
<p>Formative assessment will take place throughout the module through interaction with the student during the normal course of learning activities. Students will be invited to submit a short formative assessment midway through the module for review and feedback.</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>	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Personal Development Plan	6
Asynchronous Class Activity	20
Independent Study	174
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Barr, J. and Dowding, L. (2022) Leadership in Health Care. 5th ed. Los Angeles: SAGE Publications.</p> <p>Bolton, G. and Delderfield, R. (2018) Reflective Practice: Writing and Professional Development. 5th ed. London: SAGE.</p> <p>Cottrell, S. (2023) Critical Thinking Skills: Effective Analysis, Argument and Reflection. 4th ed. Basingstoke: Palgrave Macmillan.</p> <p>Griffith, R. and Tegenah, C. (2020) Law and Professional Issues in Nursing. 5th ed. London: Learning Matters.</p> <p>Grove, S. and Gray, J. (2018) Understanding Nursing Research: Building an Evidence-Based Practice. 7th ed. Missouri: Elsevier.</p>	

Jasper, M., Rosser, M. and Mooney, G. (2013) Professional Development, Reflection and Decision-Making in Nursing and Healthcare. 2nd ed. Chichester: Wiley Blackwell.

Pears, R. (2022) Cite them right: the essential referencing guide. Available: <https://www.vlebooks.com/Product/Index/2025007?page=0> [Accessed: 28 February 2024].

Standing, M. (2017) Clinical Judgement and Decision Making in Nursing and Interprofessional Healthcare. 3rd ed. Los Angeles: SAGE / Learning Matters.

Williamson, G., Jenkinson, T. and Proctor-Childs, T. (2010) Contexts of Contemporary Nursing. 2nd ed. Exeter: Learning Matters.

(**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)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

[\[Top of Page\]](#)

Supplemental Information

Programme Board	Adult Nursing & Healthcare
Assessment Results (Pass/Fail)	No
Subject Panel	Nursing & ODP Programmes
Moderator	Brian Johnston
External Examiner	M Carter
Accreditation Details	NMC
Version Number	1.17

[\[Top of Page\]](#)

Assessment: (also refer to Assessment Outcomes Grids below)

Assessment Category 1 (Assignment/Essay): 3000 word written assignment. This assessment category will account for 60% of the overall mark awarded.

Assessment Category 2 (Assignment/Essay): 1500 word written critical reflective assignment. This assessment category will account for 40% of the overall mark awarded.

(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Essay	✓	✓	✓	60	0	
Component 2						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Essay			✓	40	0	
Combined Total For All Components				100%	0 hours	

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

[\[Top of Page\]](#)

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

This module is appropriate for all students. 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 a student has disclosed specific requirements.
[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)