Module Descriptor

Title	Role Development in Nursing		
Session	2026/27	**Status**	Published
Code	NURS11103	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Lucy Cameron		

Summary of Module

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, 2023; World Health Organization, 2019; 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.

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, 2024; The Scottish Government, 2022; NHS, 2023). 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.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☐	☒	

[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

				☐
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	Critically examine the developing roles and professional responsibilities of the nurse within the context of contemporary healthcare delivery.
L2	Critically analyse relevant literature to identify evidence that supports, challenges, or improves the quality of patient care in a specific/chosen area of nursing practice.
L3	Demonstrate reflective skills in order to evidence professional development within an area of nursing practice.
L4	
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 11** Demonstrate a sound critical knowledge of evidence-based practice.
Practice: Applied Knowledge and Understanding	**SCQF 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 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 11** Utilise adequate and effective communication skills to work within a multidisciplinary team.
Autonomy, Accountability and Working with Others	**SCQF 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.

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. 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. 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.	
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)
Personal Development Plan	6
Asynchronous Class Activity	20
Independent Study	174
n/a	
n/a	
n/a	
TOTAL	200

Indicative Resources

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

World Health Organisation (2024) Monitoring health for the SDGs, Sustainable Development Goals. Available; 9789240094703-eng.pdf (who.int)

World Health Organisation (2019) Decade of healthy ageing. Available; decade-healthy-ageing-update-march-2019.pdf (who.int)

Barr, J. and Dowding, L. (2022) Leadership in Health Care. 5th ed. Los Angeles: SAGE Publications.

Bolton, G. and Delderfield, R. (2018) Reflective Practice: Writing and Professional Development. 5th ed. London: SAGE.

Cottrell, S. (2023) Critical Thinking Skills: Effective Analysis, Argument and Reflection. 4th ed. Basingstoke: Palgrave Macmillan.

Griffith, R. and Tengnah, C. (2020) Law and Professional Issues in Nursing. 5th ed. London: Learning Matters.

Grove, S. and Gray, J. (2018) Understanding Nursing Research: Building an Evidence-Based Practice. 7th ed. Missouri: Elsevier.

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

NHS England (2023) NHS Long term Workforce Plan. Available; NHS Long Term Workforce Plan (england.nhs.uk)

NHS (2019) The NHS Long term Plan. Available; NHS Long Term Plan » The NHS Long Term Plan

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

Scottish Government (2023) My health, my care, my home - healthcare framework for adults living in care homes: annual progress report. Available; Anticipatory and Future Care Planning - My Health, My Care, My Home - healthcare framework for adults living in care homes: annual progress report September 2023 - gov.scot (www.gov.scot)

Scottish Government (2022) Health and social care: National workforce strategy. Available; Supporting documents - Health and social care: national workforce strategy - gov.scot (www.gov.scot)

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)

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:

Weekly engagement with Aula and weekly material.

Contribution to weekly online and class forums/discussion.

Submission of formative assessment.

Submission of summative submission.

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.
(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	Community and Health
Moderator	Cate O'Kane
External Examiner	L Hollowood
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Portfolio of written work (100% weighted)
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**
Portfolio of written work	☒	☒	☒	☐	☐	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
LOs updated and Assessment now reduced to one component with 100% weighting.	March 2026	C O'Kane