

University of the West of Scotland

Module Descriptor

Session: 2022/23

Last modified: 16/03/2022 12:33:26

Status: Published

Title of Module: Contemporary School Nursing

Code: NURS11130	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:	Ruth Astbury		

Summary of Module

As part of an integrated cross school approach, the school nursing programme predominantly focuses on promoting the health and well-being of children and young people. School nurses have an important role to play in enhancing the life chances of this population. Many school children and young people are faced with persistent health challenges and health inequalities, including poverty, which can lead to poor educational attainment. The Scottish Government are committed to improving children's well-being. 'Getting it Right for Every Child' (2009), is a national framework which uses a multi-agency approach to promote children's well-being. There are ten core components and a set of values and principles. Core components include a focus on improving outcomes for children and promoting a confident and competent workforce across all services which impact on children. This module is designed to provide an introduction to the principles, policy and practice underpinning SCPHN (SN) with a focus on child centred public health. The module will include the role of the SCPHN (SN), the school health team, record keeping, partnership and team working, Curriculum for Excellence, school health programmes, immunisation programmes and child focused healthcare. The school environment, as well as other settings used by children and young people aged 5-19 years, will be explored alongside multi-agency approaches to promoting children's wellbeing.

- As a result this module will support students to develop characteristics which can contribute to the UWS graduate attributes of Universal – critical thinking and culturally aware, work ready – knowledgeable and problem solving and successful, Innovative and transformation.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				

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.

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

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.

HybridC

Online with mandatory face-to-face learning on Campus

HybridO

Online with optional face-to-face learning on Campus

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

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	

Learning Outcomes: (maximum of 5 statements)
On successful completion of this module the student will be able to:
L1. Demonstrate a critical understanding of current policy drivers that influence Specialist Community Public Health Nursing (School Nursing)
L2. Critically evaluate principles, theories and concepts of contemporary School Nursing practice
L3. Critically appraise evidence from a variety of sources that may be applied to positively influence health and well-being
L4. Demonstrate critical awareness of multi-agency working and the impact this will have on meeting the needs of service users

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. Demonstration of an extensive detailed and critical knowledge and understanding of contemporary school nursing practice.
Practice: Applied Knowledge and Understanding	SCQF Level 11. Demonstrate originality and creativity using a range of specialised skills and techniques to inform practice
Generic Cognitive skills	SCQF Level 11. Critically review, consolidate and extend knowledge, skills, and thinking in school nursing practice
Communication, ICT and Numeracy Skills	SCQF Level 11. Demonstrate the use of a wide range of ICT to support and enhance work, communicating to a range of individuals and/or groups with different levels of knowledge/ expertise.
Autonomy, Accountability and Working with others	SCQF Level 11. Exercise leadership and initiative in managing complex ethical and professional issues, making a recognisable contribution to the development of new thinking and practice development.

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.

Learning and Teaching	
This module is taught on campus with opportunities for those further afield to join virtually. A variety of specialist speakers will contribute to teaching on the module. A variety of teaching methods will be adopted including lectures, student led seminars and case studies. Directed study using the library and the UWS virtual learning environment (VLE) will be promoted. Students also have access to a variety of learning and teaching materials which are available through the VLE.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Personal Development Plan	10
Lecture/Core Content Delivery	50
Independent Study	125
Asynchronous Class Activity	15
	200 Hours Total

****Indicative Resources: (eg. Core text, journals, internet access)**

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

Allender, J.A. (2009) Community health nursing: promoting and protecting the public's health. 7th ed. London: Lippincott Williams and Wilkins

Chambers, C. and Ryde, E. (eds) (2012) Excellence in Compassionate Nursing Care - Leading the Change .London: Radcliffe Publishing Ltd

Chilton, S. Bain, H. Clarridge, A. Melling, K. (2012) Textbook of Community Nursing London: Hodder Arnold

Greenhalgh, T. (2014) How to read a paper: the basics of evidence-based medicine. 5th ed. Chichester: Wiley-Blackwell

Nursing and Midwifery Council (2004) Standards of Proficiency for specialist community public health nurses [Online] Available: <https://www.nmc.org.uk/globalassets/sitedocuments/standards/nmc-standards-of-proficiency-for-specialist-community-public-health-nurses.pdf> [Accessed 25th Feb 2021]

Nursing and Midwifery Council (2008) The Code: Standards of conduct, performance and ethics for nurses and midwives [Online] Available <http://www.nmc-uk.org/Publications/Standards/The-code/Introduction/> [Accessed 25th Feb 2021]

Scottish Government (2012), A guide to Getting it right for every child [Online] Available: <http://www.gov.scot/Resource/0045/00458341.pdf> [Accessed 25th Feb 2021]

Scottish Government (2018) The school nursing role in integrated community nursing teams Available: <https://www.gov.scot/publications/school-nursing-role-integrated-community-nursing-teams/https://www.gov.scot/publications/school-nursing-role-integrated-community-nursing-teams/> [Accessed 25th Feb 2021]

Sines, D., Appleby F. & Raymond E. (eds) (2009) 4th ed. Community Health Care Nursing. Oxford: Blackwell Science

Thornbory,G.(2009) Public Health Nursing, A textbook for Health Visitors, School Nurses and Occupational Health Nurses. Oxford: Blackwell Science.

Tingle J. and Cribb A. (2007) Nursing Law and Ethics. 3rd ed. Blackwell: Oxford: Blackwell

British Journal of Child Health <https://www.magonlinelibrary.com/toc/bjsn/current>

British Medical Journal <http://www.bmj.com/bmj/>

CASP Appraisal Skills Programme <http://www.casp-uk.net/casp-tools-checklists>

Centre for Evidence-based Medicine <http://evidencelive.org/>

Cochrane Collaboration <http://uk.cochrane.org/>

Cochrane Library <http://www.cochranelibrary.com/>

(**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](#)

Supplemental Information

Programme Board	Midwifery & Specialist Nursing
Assessment Results (Pass/Fail)	No
Subject Panel	Midwifery&Specialist Nursing L9-11
Moderator	Maureen Bell
External Examiner	K Guest
Accreditation Details	Nursing and Midwifery Council
Changes/Version Number	1.09 Return to On Campus delivery

Assessment: (also refer to Assessment Outcomes Grids below)

Summative assessment 1. Poster presentation (25%)

Summative assessment 2. 3000 word written assignment (75%)

Both formative and summative assessment strategies will be used within the module.

A formative assessment will be scheduled early within the module to provide the students with the opportunity for feedback and feed forward.

This assessment has 2 components. To successfully complete the assessment both components must be individually passed at 50% and an aggregate pass mark of 50% achieved.

This is to comply with NMC Quality Assurance Framework for Nursing and Education (2013, updated 2017) and in line with the UWS Regulatory Framework

(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)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Demonstrations/ Poster presentations/ Exhibitions			✓		25	15

Component 2						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓	✓		✓	75	45
Combined Total For All Components					100%	60 hours

Footnotes

- A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):

- More than one assessment method can be used to assess individual learning outcomes.
- 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

The School of Health and Life Sciences believes that education and practitioner diversity are central to achieving quality of care.

Within the module, quality of care, inclusiveness and employability are achieved by:

- Provision of a welcoming and supportive culture that promotes accessibility and equal opportunities to students and prospective students
- Promotion of confidence and knowledge of their rights as a student and employee
- Promotion of respect and knowledge of client diversity, their needs, rights and associated practitioner responsibilities

The above aims, supported by staff belief in fairness and equal opportunities, guide content, teaching and learning, assessment and evaluation.

Disability disclosure is encouraged throughout recruitment, selection and throughout the duration of this module.

Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced.

To enable the module to be responsive to the demand for equality and diversity, procedures and processes have been subject to Equality Impact Screening and where appropriate Equality Impact Assessment. Evaluation by all key stakeholders through the life of the module is also central to meeting commitments.

Further detail is available in the specific section of the Programme Specification.

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

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)