**Module Descriptor**

| Title | Nursing Health and Care | | |
|---|---|---|---|
| Session | 2024/25 | Status | Published |
| Code | NURS07042 | SCQF Level | 7 |
| Credit Points | 20 | ECTS (European Credit Transfer Scheme) | |
| School | Health and Life Sciences | | |
| Module Co-ordinator | L. Edgar | | |

**Summary of Module**

This module introduces students to the discipline of nursing and explores the meaning of nursing through historical and cultural perspectives. Similarly, it explores the development of contemporary meanings of health to enable an exploration of the professionalisation of nursing and the socio-political dimensions of nursing in today's society. Contemporary influences such as digital identity and health and well-being will also be explored.

The skills required for effective person-centred care are developed through simulated practice. The roles and responsibilities of the nurse and others are discussed. During this module students undertake initial mandatory skills to enable safe exposure to clinical environments.

•The purpose of this module is to introduce students to the wide variety of influences which have shaped current perceptions of health and professional practice. Historical and cultural aspects of health will be explored.

•The role of the nurse and other professionals and the impact of contemporary professional, ethical and legal principles underpinning nursing care in practice will be explored to enhance the students' understanding of evidence based contemporary nursing health practice.

•Specific Annex A & B skills for this module are detailed in the programme skills schedule and preload is related to effective communication, record keeping (digital health records) and an appreciation of the role of the adult health nurse within a multi-disciplinary team together with the relevant mandatory skills, including medication calculations and prevention of infection.

•Introduction to programme threads on Dementia and Law/Safeguarding will be provided.

•A placement component, clinical practice and/or a simulated practice experience will provide insight into the role of the nurse and facilitate the practice of Annex A and B skills.

| 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** | Describe the professional, ethical and legal principles underpinning nursing care and practice. |
| **L2** | Develop an appreciation of the importance of effective communication within the therapeutic relationship and multi-disciplinary team. |
| **L3** | Outline the contemporary policies and issues that inform high quality health and social care. |
| **L4** | |
| **L5** | |

| 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 7**  Appreciate the importance of values-based, person-centred care for people of all ages.  Develop a broad knowledge of the role of the nurse that is informed by nursing theory.  Gain an awareness of how nursing models can influence the nursing process and ultimately how care is delivered.  Recognise the professional, ethical and legal frameworks (including relevant field legislation) underpinning nursing practice. |

[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 7** |
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| | Develop the ability to work within the professional, ethical and legal frameworks underpinning nursing practice. |
| | Gain insight into the practice environment of nursing during the associated practice placement. |
| | Begin to engage with, and apply, Health Care Support Worker Standards (NHS Education for Scotland 2010). |
| **Generic Cognitive skills** | **SCQF 7** |
| | Develop skills of self-awareness and reflection to clarify personal values and beliefs that may affect care. |
| | Present and evaluate the information and ideas discussed within the module to a variety of audiences and in a range of settings. |
| | Develop self confidence and self awareness of stengths to be able to enhance employability. |
| **Communication, ICT and Numeracy Skills** | **SCQF 7** |
| | Develop a range of verbal, non-verbal and written communication skills. |
| | Demonstrate effective listening skills, empathy and respect for persons. |
| | Convey an understanding of the information and ideas discussed within the module in a logical form. |
| **Autonomy, Accountability and Working with Others** | **SCQF 7** |
| | Demonstrate the ability to work within the professional, ethical and legal frameworks underpinning nursing practice. |
| | Develop an understanding of the autonomous role of the nurse while acknowledging limitations of knowledge and competence. |

| **Prerequisites** | **Module Code** | **Module Title** |
|---|---|---|
| | **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. |

| **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) |
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| Lecture / Core Content Delivery | 8 |
| Tutorial / Synchronous Support Activity | 24 |
| Laboratory / Practical Demonstration / Workshop | 16 |

| Asynchronous Class Activity | 36 |
|---|---|
| Independent Study | 66 |
| Work-based Learning | 120 |
| **TOTAL** | 270 |

| Indicative Resources |
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| **The following materials form essential underpinning for the module content and ultimately for the learning outcomes:** |
| Aveyard H., Sharp P. and Woolliams M. (2017) A Beginner's Guide to Critical Thinking and Writing in Health and Social Care. Berkshire: Open University Press.[Core text] |
| Betts, V., Marks-Maran, D. and Morris-Thompson (2014) 'Safeguarding Vulnerable Adults', Nursing Standard, 28(38), pp.37-41. |
| Delves-Yates, C. (2015) 'Essentials of Nursing Practice', London: Sage Publications. |
| Elcock, K., Wright, W., Newcombe, P. and Everett, F. (2019) 'Essentials of Nursing Adults', London: Sage Publications. |
| Lister, S., Hofland, J., Grafton, H. and Dougherty, L. (2020) 'The Royal Marsden Hospital Manual of Clinical Nursing Procedures'10th edn. Oxford: Wiley-Blackwell. [Core Text] |
| Nursing and Midwifery Council (2018) 'The Code. Professional Standards of Practice and Behaviour for Nurses, Midwives and Nursing Associates' Available at: https://www.nmc.org.uk/standards/code/read-the-code-online (Accessed: 9 March 2022). |
| Nursing and Midwifery Council (2018) 'Future nurse: Standards of proficiency for registered nurses' Available at: https://www.nmc.org.uk/standards/standards-for-nurses/standards-of-proficiency-for-registered-nurses (Accessed: 9 March 2022) |
| Nursing and Midwifery Council (2019) 'Guidance on using social media responsibly' Available at: https://www.nmc.org.uk/standards/guidance/social-media-guidance (Accessed: 9 March 2022). |
| Pears, R. and Shields, G. (2019) 'Cite them Right, the essential referencing guide. 11th edn' UK: Red Globe Press[Core Text] |
| **(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 |
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| **In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.** |

**For the purposes of this module, academic engagement equates to the following:**

You are academically engaged if you attend all scheduled live sessions on-campus and online, including engaging with online learning activities, course-related learning resources, and with timely completion and submission of assessments. For you to gain the most from this module you are required to participate in all scheduled live classes and complete your self-directed learning activities in a timely manner. It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We will reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities.

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**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. 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.

This module has a practice element and takes account of the Nursing and Midwifery Council's statement on reasonable adjustments (NMC, 2019) (https://www.nmc.org.uk/globalassets/sitedocuments/eandd/reasonable-adjustments-policy.pdf). In particular section 23:

"The (Equality) Act 2010 makes it clear that it is not discriminatory to apply competence standards (which include our Code, our revalidation and our education standards) to a disabled person. As a professional regulator responsible for protecting the public, it would not be right for us to adjust these standards. However, we can make reasonable adjustments to assist nurses, midwives and nursing associates in meeting our 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)**

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**Supplemental Information**

| Divisional Programme Board | Adult Nursing  Community 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 | Health and Life Sciences |
| Moderator | A. Scott |

| External Examiner | M.Carter |
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| Accreditation Details | |
| Module Appears in CPD catalogue | ☐ Yes ☐ No |
| Changes / Version Number | |

| Assessment (also refer to Assessment Outcomes Grids below) |
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| **Assessment 1** |
| The student is required to submit a completed written assessment answering 4 separate questions, covering key aspects of contemporary nursing practice investigated during the module.  The aim of the assessment is to introduce the student to level 7 academic writing in a structured and supported manner.  This is a summative assessment submitted via Turnitin. |
| **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. |
| (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% | hours |

**Change Control**

| What | When | Who |
|---|---|---|
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