Title of Module: Nursing, Health and Care			
Code: NURS07042	**SCQF Level: 7** (Scottish Credit and Qualifications Framework)	**Credit Points: 20**	**ECTS: 10** (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Louise 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					
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. 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.

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 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.

	Appreciate the local, national and international policy context as it applies to nursing and healthcare.
Practice: Applied Knowledge and Understanding	SCQF Level 7. 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 Level 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 strengths to be able to enhance employability.
Communication, ICT and Numeracy Skills	SCQF Level 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 Level 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.

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
The module will be delivered using a blended learning approach. This is 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. The learning and teaching strategies applied to this module contribute towards the development of UWS graduate attributes as outlined in "I am UWS" See link: https://www.uws.ac.uk/current-students/your-

graduate-attributes/. Specifically the completion of the learning and teaching activities will develop skills in cultural awareness, reflection, problem-solving, and communicating effectively.

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)
Lecture/Core Content Delivery	8
Tutorial/Synchronous Support Activity	24
Laboratory/Practical Demonstration/Workshop	16
Asynchronous Class Activity	36
Independent Study	66
Personal Development Plan	0
Work Based Learning/Placement	120
	270 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:

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]

<table>
<tr><td></td></tr>
<tr><td>(**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)</td></tr>
<tr><td>**Engagement Requirements**</td></tr>
<tr><td>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</td></tr>
</table>

[Top of Page]

Supplemental Information

Programme Board	Adult Nursing & Healthcare
Assessment Results (Pass/Fail)	No
Subject Panel	BSc Pre-registration Adult Nursing Programme
Moderator	Allison Scott
External Examiner	M Carter
Accreditation Details	NMC
Version Number	1.09

[Top of Page]

Assessment: (also refer to Assessment Outcomes Grids below)
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 workbook is to introduce the student to level 7 academic writing in a structured and supported manner. This is a summative assessment submitted via Turnitin.
(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	Timetabled Contact Hours	

				Assessment Element		
Essay	✓	✓	✓	100	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.   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".   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)