Module Descriptor

Title	The Context of Modern Nursing		
Session	2026/27	**Status**	Published
Code	NURS07063	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Moira Dale		

Summary of Module

This module will introduce students to the context of the nursing profession through investigating the history of nursing, the global perspective and how nurisng is perceived in the media and by the public.

Students will be encouraged to investigate the policy drivers of nursing, health and social care provision from Scottish, UK and international perspectives. This will include considerations such as the changing demographics of the population, the need for culturally appropriate care, the continuing development of technology assisted healthcare and current health and social care topics which are causing debate.

To support the students' developing understanding of sociopolitical issues and their impact on nursing, health and wellbeing, the students will be introduced to principles of sociology.

Formative opportunities will be provided during this module in a variety of mechanisms which may include: feedback on classroom-based activities from academics and/or peers, feedback on performance of nursing skills and procedures, feedback on assessment plans or short pieces of formative work and feedback from wider university support services (e.g. Academic skills team).

Educate students to understand and acknowledge government policies, public opinion, social inequalities, gender dynamics, political instability, and community engagement, in the context of nursing, which may impact on efforts to address issues like poverty, hunger, health, education, and climate change. This module contributes the UN Sustainable Development Goals (SDGs) (2023) SDG-1 No Poverty, SDG-2 Zero Hunger, SDG-3 Good Health and Wellbeing, SDG-4 Quality Education, SDG -5 Gender Equality, SDG-10 Reduced Inequalities, SDG-11Sustainable Cities and Communities, and SDG-16 Peace, Justice and Strong Institutions, whilst also aligning to the graduate attributes of UWS; universal, work-ready and successful.

United Nations (2023) Sustainable Development: The 17 Goals. Available from: https://sdgs.un.org/goals.

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	Develop an understanding of the historical, cultural and global impacts on nursing's professional identity and ethical principles.
L2	Identify the main national and international socio-political and policy drivers in current and future nursing and healthcare practice.
L3	Develop awareness of the importance of cultural competence.
L4	Develop awareness of technological advances and their impact in healthcare practice.
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 7** Knowledge and developing understanding of the context of nursing profession within the Scottish, UK and Global perspective including the impact of socio-political issues. Knowledge and developing understanding of the context of the nursing profession in relation to the history of nursing in Scotland and the UK including: education, registration, contribution of BAME nurses, the governing body and political drivers. Knowledge and developing understanding of political drivers impact on current and future direction of nursing and healthcare 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

	Knowledge and developing understanding of cultural competence within nursing, in relation to diversity and inclusion, culturally appropriate care and appropriate and effective communication. Knowledge and developing understanding of the use of technology within nursing and healthcare practice, including the benefits, barriers and cautions.
Practice: Applied Knowledge and Understanding	**SCQF 7** Apply cultural competence to student and lecturer relations within the university. Discuss the application of cultural competence within practice related scenarios. Apply ethical principles to student and lecturer relations within the university. Discuss the application of ethical principles within practice related scenarios.
Generic Cognitive skills	**SCQF 7** Developing investigative problem solving and decision-making skills. Interpretation and initial analysis of evidence (i.e. from learning materials, professional articles, government reports, multimedia sources, etc.)
Communication, ICT and Numeracy Skills	**SCQF 7** Communicate effectively and appropriately with student peers and lecturers, developing a range of communication and interpersonal skills. Discuss the appropriate adjustments to communication to be able to effectively communicate with a diverse population, including cultural considerations, those living with disability and neurodiversity. Engage with a range of technologies to enhance independent learning. Discuss the potential for technology enabled healthcare in practice related scenarios.
Autonomy, Accountability and Working with Others	**SCQF 7** Developing self-confidence and self-efficacy. Developing professional accountability and an appreciation of their role within the class and group work.

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. You will be taught through a combination of lectures, tutorials, workshops and, if part of this module, guided activity in our clinical skills laboratories. This will be supported by materials hosted on our virtual learning environment. Your time on campus is also designed to support your professional development as you work towards becoming a Registered Nurse. Group

work, role play, and presentations help you to develop the communication, teamworking and leadership skills needed for professional practice.

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)
Lecture / Core Content Delivery	24
Tutorial / Synchronous Support Activity	12
Personal Development Plan	3
Independent Study	161
n/a	
n/a	
TOTAL	200

Indicative Resources

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

Scottish Government (2017) Nursing 2030 Vision. Available at: https://www.gov.scot/publications/nursing-2030-vision-9781788511001/ (Accessed: 07 January 2025).

Nursing and Midwifery Council (NMC) (2018) The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates. Available at https://www.nmc.org.uk/standards/code/ (Accessed: 07 January 2025)

Webb, L. (ed.) (2020) Communication Skills in Nursing Practice. London: SAGE Publications.

Ellis, P. (2020) Understanding Ethics for Nursing Students. 3rd edn. London: SAGE Publications.

Allan, H. T., Traynor, M., Kelly, D. & Smith, P. (2016) Understanding Sociology in Nursing. London: SAGE Publications.

Digital Health and Care Innovation Centre (2025) Homepage. Available at: https://www.dhi-scotland.com (Accessed: 07 January 2025).

NHS Education for Scotland. (2025) About us. Available at: https://www.nes.scot.nhs.uk/about-us/ (Accessed: 07 January 2025).

(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:

The Nursing and Midwifery Council require that students complete 2300 hours of theoretical preparation. Therefore, there is an expectation that all students attend all scheduled activities associated with the module. This includes on campus and synchronous online activities

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. The Nursing and Midwifery Council (2019) have additional information regarding reasonable adjustments which can be found here: https://www.nmc.org.uk/supporting-information-on-standards-for-student-supervision-and-assessment/student-empowerment/what-to-expect/reasonable-adjustments-if-applicable/
(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	Pre-registration Adult Nursing
Moderator	Chris Fulgencio
External Examiner	D Gallimore
Accreditation Details	NMC

Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Creative output - the students will work in small groups to develop and record a podcast.
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**
Creative output/ Audiotapes/ Videotapes/ Games/ Simulations	☒	☒	☒	☒	☐	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**
Assessment change	March 2026	Anne Marie Craig
