

Session: 2022/23

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Title of Module: Nursing Issues and Trends			
Code: NURS10019	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Brian Johnston		
Summary of Module			
<p>It can be argued that increasingly complex and diverse local, national and international systems of healthcare delivery, directly led to the blurring of the traditional role of the nurse. Nurse's roles and responsibilities are being redefined and are increasingly reliant on interdisciplinary working with the medical and allied health professions. As a result, the changing function and status of contemporary nursing, must be understood within the context of professional, political, economic and social trends.</p> <p>As the largest group of healthcare providers, nurses must be able to articulate their role and contribution within healthcare systems in terms of the clinical decision-making; service provision and access; critical thinking; risk assessment; patient safety.</p> <p>Through the use of facilitation and reflection this module seeks to empower nurses as global citizens, to apply their graduate skills, in making informed choices and decisions which will impact positively on contemporary and future nursing roles.</p> <p>UWS Graduate Attributes clearly align with the three corporate drivers of Student Success, Research and Enterprise, and Global Engagement from the refreshed strategy, which are translated in the graduate attributes model as Universal, Work-ready and Successful (UWS). These overarching statements are then aligned with the three dimensions of Academic, Personal and Professional.</p> <p>This module supports the following UWS Graduate Attributes: Universal – Critical Thinker, Culturally aware and Research-Minded Work ready – Knowledgeable, Effective communicator and Potential leader Successful – Autonomous, Resilient and Driven</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				
<p>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.</p> <p>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</p> <p>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.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning Learning activities where the main location for the learning experience is in the workplace.</p>					

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. Critically analyse and demonstrate understanding of the impact of historical, current and socio-economic forces on the development of contemporary nursing. L2. Systematically review and scrutinise the role that nursing organisations and regulators have on professional practice. L3. Critically evaluate the current status and future direction of theory and knowledge development in the discipline of nursing. L4. Rigourously examine the role of collaboration and negotiation within a professional and disciplinary context.	
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 10. The student will develop extensive and detailed knowledge of the current political, socio-economic and professional issues as they influence the development of nursing practice.
Practice: Applied Knowledge and Understanding	SCQF Level 10. The student will apply knowledge of the drivers affecting nursing development to the organization of nursing practice.
Generic Cognitive skills	SCQF Level 10. The student will be able to critically analyse complex issues relating to contemporary developments and issues in nursing.
Communication, ICT and Numeracy Skills	SCQF Level 10. The student will enhance their skills in communication with peers and subject specialists.
Autonomy, Accountability and Working with others	SCQF Level 10. The student will enhance their skills in contributing to peer discussions, whilst respecting others viewpoints and be able to demonstrate increasingly responsibility for their own learning and 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	
<p>A range of learning and teaching methods will be utilised within the module to enable learners to achieve the set learning outcomes. Teaching and learning strategies are designed to generate informed discussion, debate, analysis and networking skills. This shall be supplemented by modified lectures, on-line learning activities and group discussion.</p> <p>The learning and teaching has been designed to enhance the graduate attributes of learners and stimulate reflective and critical thinking. It is envisaged that a strong student-centred approach will promote student engagement and ensure a rich learning experience. This approach recognises the wealth of knowledge and richness of experience students may already have at their disposal. Discussion and sharing of experiences will be encouraged in order to capitalise on this.</p>	
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	32
Asynchronous Class Activity	30
Tutorial/Synchronous Support Activity	10
Personal Development Plan	6
Independent Study	122
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Cherry, B. & Jacobs, S.R. (2018) Contemporary Nursing Issues, Trends and Management. St Louis: Elsevier</p> <p>Chinn, P.L and Kramer, M.K. (2015) Knowledge Development in Nursing: Theory and Process. 9th Edition, St Louis, Elsevier</p> <p>Huston, C.J (2017) Professional Issues in Nursing: Challenges and Opportunities. 4th Edition. Philadelphia, Wolters Kluwer Health</p> <p>Masters, K. (2018) Role Development Professional Nursing Practice. Jones & Barlett Publishers.</p>	

Pears, R. & Shields, G. (2019) Cite them right; the essential referencing guide. London, Red Globe Press/ MacMillan International Higher Education (EBook).

Traynor, M. (2013) Nursing in Context: Policy, Politics, Profession. London, Palgrave Macmillan

Wyatt, L. (2019) A History of Nursing. Stroud, Amberley Publishing

(**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	Adult Nursing & Healthcare
Assessment Results (Pass/Fail)	No
Subject Panel	Nursing & ODP Programmes
Moderator	Elaine Stevens
External Examiner	N Pollock
Accreditation Details	NMC
Version Number	1.10

Assessment: (also refer to Assessment Outcomes Grids below)

The module has formative assessment and feedback threaded throughout the period of delivery. For 'face to face' students this formative assessment and feedback will occur during structured class discussions regarding module content and shall be facilitated by academic staff. For online students, the process shall be the same as above, except that this shall take place using the VLE moodle.

Assessment 1: 20% of the module assessment weighting.
Students will be assessed on the basis of their contribution to 4 asynchronous discussions. Each discussion shall cover a discreet learning outcome.

Assessment 2:
80% of the module assessment weighting.
Written Assessment, 3200 words.
Students shall utilise the theory and discussions arising from the module, to write a cogent and critical discussion regarding the future of nursing from a national and global perspective.

Both assessment categories assess all 4 learning outcomes in order to assist students in the development of their theoretical ideas, knowledge and analysis within the module.

(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	
Report of practical/ field/ clinical work	✓	✓	✓	✓	20	0	
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	✓	✓	✓	✓	80	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

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.

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)