Module Descriptor

Title	Nursing Issues and Trends		
Session	2024/25	**Status**	
Code	NURS10019	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	L Jackson		

Summary of Module

This module offers an in-depth exploration of the complex forces shaping contemporary nursing practice, providing students with a critical understanding of the historical, socio-economic, and political factors that have influenced the profession.

Students will engage in analysis of the evolving role of nursing organisations and regulatory bodies, assessing their impact on professional standards and practices. The module also explores the current state and future trajectory of nursing theory and knowledge development, encouraging students to critically evaluate emerging trends and their implications for practice.

Additionally, the course highlights the importance of collaboration and negotiation within the nursing profession, preparing students to navigate and lead within the landscape of contemporary healthcare.

Through a blend of theoretical inquiry and practical case studies, this module equips students with the analytical tools necessary to contribute meaningfully to the advancement of nursing as both a science, art and a practice.

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☒	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London	☐ Online / Distance Learning	

[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

			☒ Paisley		☐ 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	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.
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 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 10** The student will apply knowledge of the drivers affecting nursing development to the organization of nursing practice.
Generic Cognitive skills	**SCQF 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 10** The student will enhance their skills in communication with peers and subject specialists.
Autonomy, Accountability and Working with Others	**SCQF 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.

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.

The learning and teaching approach for this module is designed to provide a flexible and interactive experience. Students will have access to a range of reading materials and engaging online resources prior to each class, enabling them to prepare effectively and participate actively in discussions. The majority of classes will be delivered online via Microsoft Teams, with one tutorial scheduled per week. These live sessions will focus on deepening understanding of the content and fostering collaborative learning. Additionally, three in-person drop-in sessions will be available throughout the module, offering face-to-face support for assessment planning and personalized guidance. This blended approach ensures that students have ample opportunities for both structured learning and individual support.

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	32
Asynchronous Class Activity	30
Tutorial / Synchronous Support Activity	10
Personal Development Plan	6
Independent Study	122
Please select	
TOTAL	200

Indicative Resources

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

Chinn, P.L., Kramer, M.K. and Sitzman, K. (2022) Knowledge development in nursing: Theory and process. St. Louis, MO: Elsevier.

McCaffrey, G. (2020) Nursing and Humanities. Routledge.

NMC (2018) Standards of Proficiancy for Registered Nurses. [online] Available at: https://www.nmc.org.uk/globalassets/sitedocuments/standards/2024/standards-of-proficiency-for-nurses.pdf. Accessed: 20/08/2024.

Pears, R. (2017). Cite Them Right Online. S.L.: Palgrave Macmillan.

Potter, P.A., Perry, A.G., Stockert, P.A. and Hall, A. (2021) Fundamentals of nursing-e-book. Elsevier health sciences.

(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 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:

Attendance is expected at all scheduled classes. Students in receipt of a bursary must meet NMC rewuirements of attendance.

International students must comply with UK Home Office Visa and Immigration (UKVI) requirements for on-campus activities. Attendance at every class or meeting is recorded and forms part of the student's attendance monitoring record. Failure to meet the attendance requirements as outlined by UKVI may affect the status of a student's visa. A lack of engagement could lead to the loss of visa sponsorship.

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. 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. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.
(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	ANCH (Community and Health)
Moderator	E Stevens
External Examiner	N Pollock
Accreditation Details	NMC
Module Appears in CPD catalogue	☐ Yes ☒ No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Asynchronous discussion forum

Assessment 2
Essay (3,200 words)

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
Asynchronous Discussion Forums	☒	☒	☒	☒	☐	20	0

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Essay	☒	☒	☒	☒	☐	80	0

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
N/A	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	When	Who