**Module Descriptor**

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| **Title** | Nursing Issues and Trends | | |
| **Session** | 2026/27 | **Status** | Published |
| **Code** | NURS10019 | **SCQF Level** | 10 |
| **Credit Points** | 20 | **ECTS (European Credit Transfer Scheme)** | 10 |
| **School** | **Health and Life Sciences** | | |
| **Module Co-ordinator** | Laura 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.

The module highlights the importance of collaboration and negotiation within the nursing profession, preparing students to navigate intra and inter disciplinary teams 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] ☐ |
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| **Campuses for Module Delivery** | ☐ Ayr<br>☐ Dumfries | ☐ Lanarkshire<br>☐ 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

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| | | | ☒ 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** | |
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| **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** | |
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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 10**<br>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**<br>The student will apply knowledge of the drivers affecting nursing development to the organization of nursing practice. |
| **Generic Cognitive skills** | **SCQF 10**<br>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**<br>The student will enhance their skills in communication with peers and subject specialists. |
| **Autonomy, Accountability and Working with Others** | **SCQF 10**<br>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** |
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| | **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. For students in the honours year of pre-registration nursing programmes, the module will be delivered fully online, with weekly live classes conducted via Microsoft Teams and supplemented by asynchronous learning materials to support independent study.

For students enrolled from the BSc (Hons) Nursing Studies programme, the module will follow a hybrid delivery model, with scheduled face-to-face classes on campus in accordance with UKVI attendance requirements. All 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.

Drop-in sessions will be available throughout the module, offering face-to-face/online support for assessment planning and personalised guidance. This structure ensures that all students benefit from both interactive teaching and the flexibility to engage with learning materials in a way that suits their programme requirements.

| **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 | 10 |
| Tutorial / Synchronous Support Activity | 16 |
| Personal Development Plan | 6 |
| Asynchronous Class Activity | 10 |
| Independent Study | 158 |
| n/a | |
| **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 Proficiency for Registered Nurses. [online] Available at: https://www.nmc.org.uk/globalassets/sitedocuments/standards/2024/standards-of-proficiency-for-nurses.pdf. Accessed: 07/02/2025.

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 |
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| **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.**<br><br>**For the purposes of this module, academic engagement equates to the following:**<br><br>Attendance is expected at all scheduled classes. Students in receipt of a bursary must meet NMC requirements of attendance.<br><br>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 |
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| **The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.**<br><br>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.<br><br>All learning materials, activities and scenarios will utilise a diverse range of patients to reflect the diversity of students.<br><br>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. |
| **(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**

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| **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** |

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| | **programme accreditation requirements. Please check the associated programme specification for details.** |
| **School Assessment Board** | Community and Health |
| **Moderator** | Elaine Stevens |
| **External Examiner** | L Hollowood |
| **Accreditation Details** | NMC |
| **Module Appears in CPD catalogue** | ☐ **Yes** ☒ **No** |
| **Changes / Version Number** | 2 |

| **Assessment (also refer to Assessment Outcomes Grids below)** |
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| **Assessment 1** |
| Asynchronous discussion forum |
| **Assessment 2** |
| Essay (2,500 words) |
| **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.<br>(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** |
| Report of practical/ field/ clinical work | ☒ | ☒ | ☒ | ☒ | ☐ | 30 | 0 |

| **Component 2** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| Essay | ☒ | ☒ | ☒ | ☒ | ☐ | 70 | 0 |

| **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 |
|---|---|---|
| Minimal changes to 'Summary of Module'; correct spelling errors in reading list, mode of delivery updated to reflect online delivery and hybrid (depending on which students enrol); weighting of components updated; Word count for component 2 reduced; Module hours updated to reflect curriculum framework and delivery approaches for online-only and hybrid approaches; Updated EDI Statement. | Feb 2025 | L Jackson |
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