



Module Descriptor

Title	First Steps to Nursing		
Session	2025/26	Status	Published
Code	LLNG07002	SCQF Level	7
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Health and Life Sciences		
Module Co-ordinator	Di Douglas		

Summary of Module

This module will enable students to prepare themselves for successfully making the transition into pre- registration nurse education. Through a variety of learning activities and practical exercises the module aims to promote the development of key academic and study skills that are necessary for undergraduate study related to nursing.

Focusing on a health-related topic, students will be encouraged to develop skills in accessing, utilising and referencing a wide range of evidence sources. During the module they will be required to enhance their essay writing skills, develop learning strategies and work with others effectively.

Students will also be provided with opportunities to use information and communication technology to support their learning and to improve their competency in foundational numeracy.

The module is suitable for students who have already applied for pre-registration nursing or are interested in undertaking some preparatory study prior to deciding whether to apply or not. If students are just short of the University general entry requirements for pre-registration nursing this module may assist. However, it is not an access module and does not provide direct entry to degree level programmes.

Module Delivery Method	On-Campus¹	Hybrid²	Online³	Work -Based Learning⁴
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries		<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley		<input checked="" type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
	Term 1	<input type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
L1	Develop key undergraduate study skills.
L2	Become familiar with university systems and processes.
L3	Support student transition onto degree level pre-registration nurse education programmes.
L4	
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 SCQF Level 7 Knowing a range of strategies that facilitate learning. Accessing primary and secondary sources of evidence and utilizing these to support or refute points being made
Practice: Applied Knowledge and Understanding	SCQF 7 Reflecting on personal experience and identifying learning needs within the context of given situations. Implementing a strategy designed to address the demands of the module and meet their learning needs.
Generic Cognitive skills	SCQF 7 Beginning to develop a problem-solving approach to learning
Communication, ICT and Numeracy Skills	SCQF 7 Communicating effectively and appropriately in speech and writing. Demonstrating key skills in numeracy, literacy and ICT
Autonomy, Accountability and Working with Others	SCQF 7 Taking responsibility for identifying and addressing personal learning goals using available resources.

Prerequisites	Module Code	Module Title
	Other	

Co-requisites	Module Code	Module Title
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Learning and Teaching	
<p>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.</p> <p>Active participation is an essential component of this module and students are expected to engage with the scheduled activities. Opportunities will be given for students to engage in critical discussion around essential ethical and health related concepts. The use of modified lectures, online activities and group/peer discussion will be included with a range of student-centred activities.</p>	
Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Asynchronous Class Activity	120
Lecture / Core Content Delivery	1
Independent Study	79
n/a	
n/a	
n/a	
TOTAL	200

Indicative Resources
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Some of these books appear to be quite dated but they have all been checked and are current in 2024. These are all offered in the university's library one search and are available as online resources.</p> <p>Boyd, L. (2014) Study skills for nurses. Chichester: Wiley Blackwell.</p> <p>Cottrell, S. (2019) The study skills handbook 5th ed. London: Red Globe Press</p> <p>Davison, N. (2020) Numeracy and clinical calculations for nurses 2nd ed. Banbury: Lantern Publishing.</p> <p>Day, T. (2023) Success in academic writing. 3rd ed. Basingstoke: Palgrave MacMillan (please note that at the time of checking these resources the version of this book available as online resources is the 2nd ed published in 2018).</p> <p>Jasper, M. (2013) Professional development, reflection and decision-making in nursing and health care. 2nd ed. Chichester UK, Wiley-Blackwell.</p> <p>Pears, R and Shields, G.J. (2022) Cite them right: the essential referencing guide. 12th ed. London: Bloomsbury Academic (please note that at the time of checking these resources the version of this book available as online resources is the 11th ed published in 2019). More recent versions are available in the library.</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p>

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(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:

Engagement with the Aula platform which is assessed thorough the engagement tab on journey. As students may participate in whatever way they like, as long as the have some sort of engagement with aula this is acceptable.

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.

(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	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	Lynne Carmichael
External Examiner	E Street
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	1.0

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
<p>The module is summatively assessed using two pieces of work. This equates to 2500 words in total.</p> <p>Component 1 (Assessment 1)</p> <p>A 1,500 word essay focused on the student's chosen health topic which should contain references and is worth 100% of the module mark.</p> <p>Component 2 (Assessment 2) is a critical reflective account of 1,000 words which must be submitted to pass the module overall.</p>
Assessment 2
<p>Assessment 2</p> <p>A critical reflective account of 1,000 word review of their educational learning progress throughout the module.</p> <p>This requires to be explicitly linked to the module learning outcomes and must be submitted to pass the module overall.</p>
Assessment 3
<p>(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.</p> <p>(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.)</p>

Component 1							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Essay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100	0

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Essay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	0

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	0 hours

Change Control

What	When	Who