



Module Descriptor

Title	Academic Personal and Professional Development		
Session	2025/26	Status	Published
Code	NURS07051	SCQF Level	7
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Health and Life Sciences		
Module Co-ordinator	Murray Sherriff-Short		

Summary of Module

This theory-based module prepares students to make the most of their experience at UWS. Students will have the chance to explore their aspirations for university study and think about how their degree connects to other aspects of their personal and professional life. The module is an opportunity for students to gain confidence developing the skills, knowledge and personal qualities that will prepare them for life and work in the 21st century.

Students will explore, reflect on and develop their academic and graduate skills of finding, searching and begin to appraise evidence; critical thinking; academic writing; digital health and digital literacy/skills and presentation skills. These skills will support the student as they undertake year 1 modules and progress throughout their degree.

The module will span three academic terms in year 1 of the programme and a key element in this introductory module is the role of the personal tutor. The personal tutor will work with students to enhance support and foster a sense of belonging to a peer group where their individual academic needs can be addressed. Students will begin to focus on core Academic, Professional and personal skills and attributes.

The graduate attributes gained include becoming inquiring and autonomous.

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 type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input checked="" type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
L1	Use a range of IT and communication skills to gather, analyse and present evidence in different forms
L2	Demonstrate development of abilities in critical reflection and self-evaluation.
L3	Recognise own development needs in relation to graduate attributes.
L4	Recognise own development needs in relation to graduate attributes.
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 A range of strategies and approaches to study that facilitate learning. Critical thinking
Practice: Applied Knowledge and Understanding	SCQF 7 Reflecting on personal experience and identifying learning needs within the context of given situations. Implementing strategies designed to address the demands of the modules in the programme and meet their learning needs. Understanding how knowledge from evidence links to practice development. Understanding the link between professionalism and graduate attributes
Generic Cognitive skills	SCQF 7 Beginning to develop a problem-solving approach to learning. Developing a questioning approach to the appraisal of evidence.
Communication, ICT and Numeracy Skills	SCQF 7 Communicating effectively and appropriately in speech and writing. Demonstrating key skills in numeracy and literacy. Developing digital literacy and IT skills to support learning and professional practice
Autonomy, Accountability and Working with Others	SCQF 7 Taking responsibility for identifying and addressing personal learning goals using available resources.

	<p>Recognising the importance of and responsibility and accountability associated with being an effective team member.</p> <p>Accepting and providing constructive feedback to promote learning in self and others.</p>
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Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

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>Apprentices will practice in a variety of perioperative contexts and will be supported by a Practice Educator. Apprentices will gain knowledge from all members of the interprofessional team as well as service users. Apprentices learning will also be supported with online materials and academic support sessions. This is a long thin module spanning 2 trimesters.</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)
Tutorial / Synchronous Support Activity	36
Independent Study	140
Personal Development Plan	24
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>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Cottrell, S. (2017). Critical thinking skills (3rd ed.). Macmillan Study Skills. London. Red Globe Press. Available at: https://uws-uk.userservices.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=17086149740003931&institutionId=3931&customerId=3930 (Accessed: 3 April 2024).</p> <p>Day, T. (2018) Success in academic writing. 2nd Ed. Basingstoke: Palgrave MacMillan. Available at: https://uws-uk.userservices.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&pack</p>

age_service_id=17086149730003931&institutionId=3931&customerId=3930 (Accessed: 3 April 2024).

Hudson, K. (2019) 'Academic Success: a student's guide to studying at university', Journal of Learning Development in Higher Education, (14). doi: 10.47408/jldhe.v0i14.499

Pears, R. and Shields, G. (2019) Cite them right: The essential referencing guide. 11th edn. London, England: Red Globe Press. Available at: https://uws-uk.userservices.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=17086149770003931&institutionId=3931&customerId=3930 (Accessed: 3 April 2024).

(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:

students will engage with the module by attending all scheduled synchronous tutorials and participating with all delivered elements of their programme of study. Students must also attend their work-based placement, in line with the requirements of their NHS Employer

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 (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.

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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 checked="" type="checkbox"/> Pass / Fail <input 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	Community and Health
Moderator	Moirra Dale
External Examiner	R Evans
Accreditation Details	HCPC
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>Assessment 1 – Portfolio of written work - Portfolio development</p> <p>Students will be required to submit a reflective portfolio.</p> <p>100% weighting.</p>
Assessment 2
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
Portfolio of written work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	100	0

Component 2							
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"/>		

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