Module Descriptor

Title	Developing Professional Nursing		
Session	2026/27	**Status**	Published
Code	NURS08084	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Joe Brown		

Summary of Module

Developing Professional Nursing is delivered over two terms and is a shared module in Part Two of the BSc/BSc (Hons) Adult Nursing and BSc/BSc(Hons) Mental Health Nursing programmes.

The module aims to prepare students for the academic and professional expectations of pre-registration nursing at SCQF Level 8. Concepts of professional nursing practice such as; resilience in professional practice, managing conflict with colleagues, working effectively in a team and working in the triangle of care with people and their formal and informal support network.

Academic skills preparation develops academic writing, including the selection of relevant sources for academic assessment and writing/studying at SCQF Level 8.

Building upon this, the ways in which research based evidence is gathered will be explored. Students will be developing their understanding of research paradigms (quantitative, qualitative and mixed methods) and methodologies associated with these to enable learners to differentiate sources.

The module is an opportunity for learners to gain knowledge and skills that will enhance their professional development as a component of life long learning in nursing. Gaining knowledge, skills and attributes to support practicing in contemporary health contexts.

Students will further progress their personal and professional development, supported by an ongoing professional portfolio and engagement with reflective practice that is the foundation of professional development in nursing.

Formative opportunities will be provided during this module in a variety of mechanisms which may include: feedback on classroom-based activities from academics and/or peers, feedback on performance of nursing skills and procedures, feedback on assessment plans or short pieces of formative work and feedback from wider university support services (e.g. Academic skills team).

Educate students to understand professional values and aspirations in line with the Nursing and Midwifery Council. The concept of resilience is explored from healthcare practice, team and organisational perspectives. Development of core academic skills to support progression and engagement with evidence based practice alongside an understanding of different research methodologies and methods. This module contributes to the UN Sustainable Development Goals (SDGs) (2023) SDG - 3 Good Health and Wellbeing, and SDG - 4 Quality Education, whilst also aligning to the graduate attributes of UWS; universal, work-ready and successful.

United Nations (2023) Sustainable Development: The 17 Goals. Available from: https://sdgs.un.org/goals.

Module Delivery Method	**On-Campus**[1] ☐	**Hybrid**[2] ☒	**Online**[3] ☐	**Work -Based Learning**[4] ☐
Campuses for Module Delivery	☒ Ayr ☒ Dumfries	☒ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ 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	Identify professional values and aspirations, in keeping with the Nursing and Midwifery Council's Code (NMC, 2018).
L2	Understand the concept of resilience in healthcare practice from team and organisational perspectives.
L3	Develop core academic skills to support progression and success in their chosen course of study.
L4	Identify and select evidence to demonstrate engagement with the evidence base for practice.
L5	Understand the key attributes of different research methodologies, and their associated methods.

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 8** Display knowledge and understanding of the principles of professionalism and how this impacts on care delivery.

[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

	Understand the main theories informing research practice in nursing and healthcare.
Practice: Applied Knowledge and Understanding	**SCQF 8** Apply the theories of research to the concept of evidence based care. Demonstrate the importance of professional relationships and inter-professional team working and how these are applied to care practices.
Generic Cognitive skills	**SCQF 8** Developing the skills required for accessing and selection of research based evidence by literature searches and utilisation of databases. Apply the process of reflection, and critical analysis of own practice incorporating this in their ePortfolio.
Communication, ICT and Numeracy Skills	**SCQF 8** Recognising the verbal and non-verbal skills required for effective communication. Recognise the written communcation skills required for effective professional communication. ICT skills to inform practice and for personal development by the utilisation of word processing and electronic soft ware packages supporting learning and development.
Autonomy, Accountability and Working with Others	**SCQF 8** Understand the notions of autonomy, accountability and team working as applied to nursing practice. Understand the development of independence within their own professional practice.

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. You will be taught through a combination of lectures, tutorials, workshops and, if part of this module, guided activity in our clinical skills laboratories. This will be supported by materials hosted on our virtual learning environment. Your time on campus is also designed to support your professional development as you work towards becoming a Registered Nurse. Group work, role play, and presentations help you to develop the communication, teamworking and leadership skills needed for professional practice.	
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	18

Tutorial / Synchronous Support Activity	18
Personal Development Plan	3
Independent Study	161
n/a	
n/a	
TOTAL	200

Indicative Resources

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

Hadley, G, & Boon, A. (2022) Critical Thinking. 1st edn. New York: Routledge. https://doi.org/10.4324/9780429059865

Jolley, J. (2020) Introducing research and evidence-based practice for nursing and healthcare professionals. Oxon: Routledge.

McKenna, L. and Copnell, B. (2024). Fundamentals of nursing and midwifery research. 2nd edn. Oxon : Taylor & Francis Group.

Moule, P., Aveyard, H. and Goodman, M. (2017) Nursing Research: An Introduction. 43rd revised edn. London: Sage Publications.

NMC (2018) Future Nurse: Standards of Proficiency for registered nurses.

NMC (2018) The Code Professional standards of practice and behaviour for nurses, midwives and nursing associates. London: Nursing and Midwifery Council https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf

(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 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.

For the purposes of this module, academic engagement equates to the following:

The Nursing and Midwifery Council require that students complete 2300 hours of theoretical preparation. Therefore, there is an expectation that all students attend all scheduled activities associated with the module. This includes on campus and synchronous online activities.

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. The Nursing and Midwifery Council (2019) have additional information regarding reasonable adjustments which can be found here: https://www.nmc.org.uk/supporting-information-on-standards-for-student-supervision-and-assessment/student-empowerment/what-to-expect/reasonable-adjustments-if-applicable/
(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	**Mental Health Nursing Midwifery 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	MHMH L7-8
Moderator	John Garrity
External Examiner	E Street
Accreditation Details	NMC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
A portfolio of professional practice addressing all Learning Oucomes.
Assessment 2
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**
Portfolio of practical work	☒	☒	☒	☒	☒	100	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

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**
Module Coordinator added.	15.06.25	Marie McCaig