



Module Descriptor

Title	Critical Appraisal of Care		
Session	2024/25	Status	
Code	NURS09218	SCQF Level	9
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Health and Life Sciences		
Module Co-ordinator	G. Gamble		
Summary of Module			
<p>This module will enable the student to consolidate the skills of assessment and problem solving in relation to contemporary health targets within the national and international healthcare arena. Students will build on prior learning and investigate specific disease processes, considering relevant care management for patients throughout the care continuum. This will require students to critically appraise existing evidence for care, recognizing gaps in current evidence and opportunities for further research. This module will take an integrated approach to health care and students will be expected to consider input to care from all relevant disciplines allied to health. In addition, students will be expected to integrate and apply relevant professional, legal and ethical principles underpinning care.</p> <p>The student will critically analyse the care needs of individuals with various conditions including cardiovascular disease; respiratory disease; diabetes; drug/alcohol dependency; and cancer and provide an evidence based rationale for person centred nursing interventions.</p> <p>Patient safety and quality improvement principles are embedded within this module through the development of applied critical thinking principles in the context of evidence-based practice. Module content reflects social and cultural diversity and a rights-based approach to nursing practice and health care.</p> <p>To promote accessibility, anticipatory adjustments have been made teaching and learning strategies and assessment. Further reasonable adjustments can be made for students who have been assessed as requiring specific adjustments.</p> <p>This module supports the following UWS Graduate Attributes:</p> <p>Universal – Critical Thinker, Culturally aware and Research-Minded</p> <p>Work ready – Knowledgeable, Motivated and Potential leader</p> <p>Successful – Autonomous, Creative and Driven</p>			

Module Delivery Method	On-Campus¹ <input checked="" type="checkbox"/>	Hybrid² <input type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
Terms for Module Delivery	Term 1 <input checked="" 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 type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

Learning Outcomes	
L1	Critically analyse the contemporary health care issues that affect the adult population, nationally and internationally.
L2	Evaluate the assessment and problem solving processes that apply to the care management of adult patients in relation to conditions, which include the contemporary health targets.
L3	Critically appraise the theoretical concepts underpinning adult nursing.
L4	Devise appropriate evidence based interventions to meet the diverse needs of the individual.
L5	N/A

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 9 Critically analyse contemporary health targets nationally and internationally; Construct effective relationships between nursing practice and contemporary health targets; Synthesise knowledge of aetiology, epidemiology, physiology and pathophysiology in response to contemporary health targets.
Practice: Applied Knowledge and Understanding	SCQF 9 SCQF Level 9.

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

	Provide rationale for actions and interventions which incorporates evidence based theoretical principles of care of individuals in response to need, with reference to national and international contemporary health targets.
Generic Cognitive skills	SCQF 9 Devise a problem solving approach to care delivery.
Communication, ICT and Numeracy Skills	SCQF 9 Critically analyse communication systems in the context of nursing practice. Demonstrate effective numeracy and IT skills in the practice of nursing.
Autonomy, Accountability and Working with Others	SCQF 9 Explain the relationship between professional, ethical and legal principles in nursing practice. (N.B. *Refer to www.scqf.org.uk website for further details relating to the SCQF Level Descriptors) Generic Health & Social Care, PDP and Life Skills:- Principles of management within organizations, clinical governance and maintaining/monitoring standards; Assimilate and assess new concepts: critical thinking.

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.	
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)
Lecture / Core Content Delivery	30
Tutorial / Synchronous Support Activity	12
Independent Study	152
Personal Development Plan	6
Please select	
Please select	

Indicative Resources

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

Aveyard, H., Sharp, P. & Wooliams, M. (2015) A beginners Guide to Critical Thinking and Writing in Health and Social Care. 2nd edn. Maidenhead: McGraw Hill OUP (Ebook).

Cook, N., Shepher, A., Boore, J., Dunleavy, S. (2019) Essentials of Pathophysiology for Nursing Practice. London: SAGE.

Dutton, H (2017) Acute and Critical Care Nursing at a glance. Chichester: Wiley (Ebook).

Elcock, K., Everett, F., Newcombe, P. & Wright, W. (2018) Essentials of Nursing Adults. Thousand Oaks: Sage.

Pears, R. & Shields, G. (2019) Cite them right; the essential referencing guide. 12th edn. London: Red Globe Press: MacMillan International Higher Education (EBook).

Peate, I. (2024) Alexander's nursing practice: Hospital and home. 6th edn. Edinburgh: Elsevier.

(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:

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

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. 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 a student has disclosed specific requirements.

(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 checked="" type="checkbox"/> Yes <input 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	Adult Nursing & Healthcare
Moderator	E. Stevens
External Examiner	N. Pollock
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input type="checkbox"/> No
Changes / Version Number	1.20

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Summative (80%): 3,000 word written assignment

Taking a case based approach, this assignment will focus on a patient with a contemporary healthcare condition. An in-depth and evidence-based critical analysis of the actual and potential healthcare issues relating to the assessment and management of the patient will be undertaken.

Assessment will be based on the students participation in Asynchronous Discussions hosted on the Virtual

Assessment 2

Summative (20%) Participation in 4 online forums. Formative assessment will be ongoing through the use of focused synchronous and asynchronous activities

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
Case study	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	80%	

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ oral	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20	

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%	hours

Change Control

What	When	Who