Module Descriptor

Title	Critical Appraisal of Care		
Session	2025/26	**Status**	Published
Code	NURS09218	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Gillian Gamble		

Summary of Module

This module will enable the student to consolidate the skills of assessment and problem solving in relation to public health priorities 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, recognising 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.

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.

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.

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.

This module supports the following UWS Graduate Attributes:

Universal – Critical Thinker, Culturally aware and Research-Minded

Work ready – Knowledgeable, Motivated and Potential leader

Successful – Autonomous, Creative and Driven

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	Critically analyse contemporary healthcare issues affecting the adult population, nationally and internationally.
L2	Evaluate the assessment and problem-solving processes involved in managing adult patients.
L3	Critically evaluate the theoretical foundations of care planning, with emphasis on the processes of assessment, planning, implementation, and evaluation in nursing practice.
L4	Create an evidence-based care plan that considers the diverse needs and preferences of an individual.
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 9** Critically analyse public health priorities nationally and internationally; Construct effective relationships between nursing practice and public health priorities; Synthesise knowledge of aetiology, epidemiology, physiology and pathophysiology in response to contemporary health targets.

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[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

Practice: Applied Knowledge and Understanding	**SCQF 9** 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. A variety of teaching and learning strategies will be utilized including lectures, workshops, tutorials and simulated practice. Support and guidance will be available from the module team. Additional support for teaching and learning can be individualized for those students with enabling support needs. The learning and teaching strategies on this module contribute to the development of UWS graduate attributes as outlined in "I am UWS" see link: https://www.uws.ac.uk/current-students/your-graduate-attributes/

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	12
Tutorial / Synchronous Support Activity	24
Independent Study	158

Personal Development Plan	6
n/a	
n/a	
TOTAL	200

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.
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:
Students are expected to attend all timetabled classes and scheduled meetings with academic staff. 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
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.

(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	☐ **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	Community and Health
Moderator	Laura Jackson
External Examiner	K Norman
Accreditation Details	
Module Appears in CPD catalogue	☐ Yes ☒ No
Changes / Version Number	1.30

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
2,000 word written assignment (75% weighting)
Assessment 2
1hr Assignment - written class test (25% weighting)
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**

| Essay | ☒ | ☒ | ☒ | ☒ | ☐ | 75 | 0 |

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Class test (written)	☐	☒	☐	☐	☐	25	1

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☐	☐	☐		
Combined total for all components						100%	1 hours

Change Control

What	When	Who
LO 2, 3 and 4 wording (minor changes); Assessment component 1 and 2 type of assessment; weighting of components adjusted; EDI statement	06/02/25	Gillian Gamble