**Module Descriptor**

| | | | |
|---|---|---|---|
| **Title** | Evidence Led Enquiry | | |
| **Session** | 2026/27 | **Status** | Published |
| **Code** | NURS09234 | **SCQF Level** | 9 |
| **Credit Points** | 40 | **ECTS (European Credit Transfer Scheme)** | 20 |
| **School** | **Health and Life Sciences** | | |
| **Module Co-ordinator** | Kevin Duffy | | |

**Summary of Module**

This module asks the student to identify, explore and outline an aspect of contemporary practice that requires further investigation. This may be developed from an area of personal interest or a problem defined in clinical practice. The student will then undertake independent study to investigate and critique the literature on the chosen subject leading to proposed changes in this field of practice.

Students have the opportunity to be innovative with the chosen area and subsequent change to practice. The theoretical underpinning for this module will enable the students will develop their skills of critical appraisal and explore the main theoretical, research paradigms and methodologies used in health and care. Students will be guided on how to write up their independent study and will work in either small groups or individually with an academic supervisor.

This module enables students to develop and advance the skills for independent enquiry, critique, appraisal and the ability to synthesise complex information.

Working with an academic supervisor, the student will advance their skills of reflection and critically review how evidence links to practice. These skills allow the student to answer the "how, what and why" questions that nurses ask throughout their careers. These skills also encourage the student to examine practice and develop skills in appreciative enquiry and quality enhancement.

The syllabus includes but is not limited to: How to find, search and appraise different types of evidence,how to design an independent study project, how to critically appraise evidence, research andimprovement paradigms and methodologies; handling data and complex information, academic writing and supervision.

| Module Delivery Method | On-Campus[1] ☒ | Hybrid[2] ☐ | Online[3] ☐ | Work -Based Learning[4] ☐ |
|---|---|---|---|---|
| **Campuses for Module Delivery** | ☒ Ayr<br>☒ Dumfries | ☒ Lanarkshire<br>☐ London<br>☒ Paisley | ☐ Online / Distance Learning<br>☐ 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, conceptualise and define a contemporary health topic that requires further investigation. |
| **L2** | Evaluate and synthesise the research literature, theories and principles on a chosen topic from the student's Field of practice (adult or mental health nursing practice. |
| **L3** | Critically appraise the research or quality improvement methods proposed to investigate this healthcare topic and critically reflect on the additional factors that can influence the success of a project. |
| **L4** | Design a project proposal from the synthesis of acquired knowledge from the student's chosen health topic and show its benefits to care delivery and the profession. |
| **L5** | Demonstrate evidence of achievement of the required standards of proficiency associated with your professional discipline. |

| **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**<br>Understanding of research and quality improvement methodologies to conceptualise a contemporary topic in nursing.<br>A detailed knowledge and understanding of the moral, ethical and professional considerations associated with research and improvement methods. |

[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

| | |
|---|---|
| | An overview of factors that can impact on the success of a research or improvement project; e.g. leadership, buy-in, organisational culture and dynamics.<br><br>Understanding of the main theoretical approaches used in research and quality improvement and research paradigms.<br><br>An in-depth knowledge and understanding of the local, national and global political agenda within the students discipline which impacts on contemporary healthcare.<br><br>An in-depth understanding of the research process and or improvement process. |
| **Practice: Applied Knowledge and Understanding** | **SCQF 9**<br><br>Utilising literature search strategies and appraisal skills to critically evaluate the evidence base of the chosen topic, including the implications of the findings for practice.<br><br>Synthesising complex information and communicate this in academic terms.<br><br>Designing an independent study project which addresses a recognised need for change or improvement.<br><br>Applying knowledge from a variety of sources to explore the challenges and complexities linked to the chosen research or improvement project. |
| **Generic Cognitive skills** | **SCQF 9**<br><br>Analysing and synthesising complex concepts.<br><br>Critically discussing the application of evidence to practice.<br><br>Decision making and problem-solving skills. |
| **Communication, ICT and Numeracy Skills** | **SCQF 9**<br><br>Demonstrating safe and effective professional communication within an inter-professional/multidisciplinary team.<br><br>Using ICT and digital information technologies to source, extract, describe and analyse health data in multiple contexts. |
| **Autonomy, Accountability and Working with Others** | **SCQF 9**<br><br>Demonstrating a critical awareness of personal attitudes, values and beliefs whilst respecting those of others.<br><br>Practicing responsibly within the professional, legal and ethical frameworks which underpin nursing practice in relation to working with diverse populations and/or groups.<br><br>Organising and managing work within defined timelines.<br><br>Utilising supervision effectively to progress study.<br><br>Working independently to meet learning outcomes. |

| **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 learning and teaching methods will be used to facilitate achievement of the learning outcomes. Students are encouraged to work independently under the guidance of an academic supervisor/academic team to explore key concepts and examine the literature in relation to their chosen area of interest. Learning is enhanced through the use one to one tutorial sessions, peer evaluation and formative exercises to provide feedback and feed-forward. Structured e-learning activities will enable students to develop their critical understanding.

The learning and teaching strategies on this module contribute to the development of UWS graduate attributes as outlined in I am UWS, specifically skills in critical thinking, self-reflection, collaboration, problem-solving, and communicating effectively.

Long-thin delivery over T1-2.

| **Learning Activities**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
|---|---|
| Lecture / Core Content Delivery | 24 |
| Tutorial / Synchronous Support Activity | 24 |
| Laboratory / Practical Demonstration / Workshop | 24 |
| Asynchronous Class Activity | 60 |
| Independent Study | 268 |
| n/a | |
| **TOTAL** | 400 |

**Indicative Resources**

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

Aveyard, H. (2018) Doing a literature review in health and social care, 4th edition, Open University Press.

BMJ (2019) Resources on How to read a paper online https://www.bmj.com/about-bmj/resources-readers/publications/how-read-paper

LoBiondo-Wood, G., Haber, J., and Titler, M. G (2019) Evidence-Based Practice for Nursing and Healthcare Quality Improvement, Elsevier

Linsley, P., Kane, R. and Barker, J. H. (2019) Evidence Based Practice for Nurses and Healthcare Professionals, Sage

Willis, S and Dalrymple, R. (2019)Fundamentals of Paramedic Practice: A Systems Approach, 2nd Edition, Wiley-Blackwell

**(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:**

100% attendance is expected in this module. If your attendance falls below 80%, you will be contacted, in adherence to the 24/25 UWS Student Attendance and Engagement Procedure, and may be asked to agree a re-engagement support plan.

**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**<br>**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 L9-11 |
| **Moderator** | Audrey Cund |
| **External Examiner** | H Thomas |

| | |
|---|---|
| **Accreditation Details** | NMC |
| **Module Appears in CPD catalogue** | ☐ **Yes** ☒ **No** |
| **Changes / Version Number** | 2 |

| **Assessment (also refer to Assessment Outcomes Grids below)** |
|---|
| **Assessment 1** |
| Students are required to submit a 4,000-word independent study project based on a contemporary topic specific to the student's field of practice. The students are encouraged to explore contemporary areas that align with national health and care priorities. |
| **Assessment 2** |
| Satisfactory completion of the practice learning experience as evidenced by attainment of the required professional standards. |
| **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.<br>(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 | ☒ | ☒ | ☒ | ☒ | ☒ | 100 | 0 |

| **Component 2** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| Performance/ Studio work/ Placement/ WBL/ WRL assessment | ☐ | ☐ | ☐ | ☐ | ☒ | 0 | 0 |

| **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 |
|---|---|---|
| Equality and diversity statement, attendance and engagement statement, removed outdated resource, updated contact hours to 72. | 07.02.25 | Marie McCaig |
| Change of MC, Removed PLE assessment detail | 01.03.25 | Marie McCaig |
| | | |
| | | |
| | | |