



Module Descriptor

Title	Applied Critical Inquiry		
Session	2025/26	Status	Published
Code	NURS09247	SCQF Level	9
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Health and Life Sciences		
Module Co-ordinator	Laura Jackson		
Summary of Module			
<p>This module provides students with the opportunity to engage in an independent project that integrates research, critical analysis, and professional application within the field of nursing. Designed as a flexible and adaptive module, it enables students to explore a relevant issue within nursing practice.</p> <p>Students will critically evaluate key theories, frameworks, and evidence within their chosen area of inquiry, applying their learning to a practice-based or professional context. Throughout the module, students will develop skills in analysis, problem-solving, professional communication, and reflection.</p> <p>By the end of the module, students will have strengthened their ability to critically engage with complex nursing issues, integrate evidence into practice, and communicate their findings effectively in professional contexts.</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 checked="" type="checkbox"/> Ayr <input checked="" type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input checked="" type="checkbox"/> Other (specify) TNE UDDIPAN Bangladesh	

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

Terms for Module Delivery	Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" 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 evaluate key concepts, theories, and frameworks relevant to a chosen area of study, demonstrating an ability to apply these in a professional or practice-based context.
L2	Design, execute and reflect on a project that integrates knowledge, research, and critical analysis to address a relevant issue within the nursing discipline.
L3	Analyse and communicate complex information effectively, demonstrating an understanding of the relationship between theory, evidence, and professional practice.
L4	
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 evaluate key theories, concepts, and frameworks relevant to their chosen area of inquiry, demonstrating an advanced understanding of how these underpin nursing practice and influence professional decision-making.
Practice: Applied Knowledge and Understanding	SCQF 9 Design and execute an independent project that applies research, evidence-based inquiry, and critical analysis to a real-world nursing issue, demonstrating their ability to integrate theory into practice.
Generic Cognitive skills	SCQF 9 Develop problem-solving and critical-thinking skills, enabling them to analyze complex issues, synthesize evidence from diverse sources, and construct well-reasoned arguments relevant to nursing practice.
Communication, ICT and Numeracy Skills	SCQF 9 Effectively communicate complex ideas and research findings through a range of formats, including written, verbal, and digital media, demonstrating proficiency in academic and professional communication within nursing.
Autonomy, Accountability and Working with Others	SCQF 9 Take responsibility for their own learning by independently managing a research project while demonstrating accountability in ethical decision-making, reflective practice, and collaborative engagement with peers and academics in the field.

Prerequisites	Module Code	Module Title
	Other	

Co-requisites	Module Code	Module Title
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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	6
Tutorial / Synchronous Support Activity	30
Independent Study	154
Personal Development Plan	10
n/a	
n/a	
TOTAL	

Indicative Resources
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Boyd, C. (2023) Reflective Practice for Nurses. John Wiley & Sons.</p> <p>Cottrell, S. (2023) Critical Thinking Skills. 4th edn. Bloomsbury Publishing.</p> <p>Delves-Yates, C. (2022) Essentials of Nursing Practice. 3rd edn. S.L.: Sage Publications.</p> <p>(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)</p>

Attendance and Engagement Requirements
<p>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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p> <p>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.</p> <p>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.</p>

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 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	<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	Community and Health
Moderator	TBC
External Examiner	N Blythe
Accreditation Details	
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

Portfolio

The portfolio will contain three elements:

1. Project proposal (1000 words) outlining the chosen topic, rationale, questions and a brief outline of the project. (30 marks)
2. Project output. The method of presentation can be chosen by the students. Approaches may include a podcast, recorded presentation, poster presentation, documentary style video, infographic, leaflet, recorded role play with oral analysis, live presentation or concept map. (50 marks)

3. Written reflection (500 words). A short reflection of the project using a model of structured reflection. (20 marks)

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 written work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100	2

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%	2 hours

Change Control

What	When	Who