Module Descriptor

Title	Applied Critical Inquiry		
Session	2026/27	**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

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.

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.

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.

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) TNE 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	☒	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 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

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. The module will be delivered through a combination of lectures and supervision-style teaching sessions. Lectures will introduce key concepts related to critical inquiry, project development, and the application of evidence to professional practice. These will be complemented by small group and/or individual supervision sessions that provide personalised academic guidance and formative feedback to support the development of the portfolio. Students will also engage in independent learning activities, including reading, evidence appraisal, project preparation and reflective work in support of the module assessment.

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	6
Tutorial / Synchronous Support Activity	30
Personal Development Plan	10
Independent Study	154
n/a	
n/a	
TOTAL	

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

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 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	Gillian Gamble
External Examiner	N Blythe
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

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, documntary 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	☒	☒	☒	☐	☐	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**
