Module Descriptor

Title	Evidence-Informed Nursing Practice		
Session	2026/27	**Status**	Published
Code	NURS09248	**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 focuses on the integration of evidence into nursing practice with the ultimate goal of improving patient outcomes. Evidence-informed practice requires nurses to not only be familiar with research findings but also to be adept at using a variety of evidence sources, including clinical guidelines, policy documents, and experiential knowledge. Students will learn how to appraise different types of evidence, assess their strengths and weaknesses, and apply this evidence to clinical decision-making. By doing so, nurses can enhance the quality of care they provide, ensuring it is both safe and effective.

A key component of the module involves addressing the challenges of translating evidence into practice. These challenges include navigating organisational cultures that may be resistant to change, individual attitudes towards new evidence, and limitations in available resources. Students will explore strategies for overcoming these barriers, such as fostering a culture of inquiry within nursing teams, promoting the role of nurses as champions of evidence-based care, and utilizing tools and frameworks.

The module is designed for an international cohort and incorporates global and cultural considerations, ensuring that the content is relevant to international nursing practice. This includes exploring how decolonization, inclusivity, and the contextual relevance of evidence play a crucial role in nursing practice, especially when considering the diverse cultural backgrounds of patients, communities and healthcare teams.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☐	☐	

[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

				☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☒ Other (specify) TNE Bangladesh	
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 sources of evidence in clinical practice, identifying strengths, limitations, and its relevance to nursing practice and patient care.
L2	Apply evidence-based guidelines and protocols to clinical scenarios, ensuring safe and effective care.
L3	Analyse barriers and facilitators to integrating evidence into nursing practice, considering organisational culture, individual attitudes, and resource availability.
L4	Develop and justify strategies to enhance the integration of evidence-based practice within nursing teams and multidisciplinary care settings.
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 evidence to identify strengths, limitations, and its relevance to nursing practice and patient care.
Practice: Applied Knowledge and Understanding	**SCQF 9** Apply evidence-based guidelines and protocols to clinical scenarios to ensure safe and effective nursing care.
Generic Cognitive skills	**SCQF 9** Analyse barriers and facilitators to integrating evidence into nursing practice, considering cultural and organisational contexts.
Communication, ICT and Numeracy Skills	**SCQF 9** Interpret research findings and communicate evidence-based recommendations clearly and effectively in clinical settings.
Autonomy, Accountability and Working with Others	**SCQF 9** Develop strategies for fostering a culture of evidence-based practice within nursing teams and multidisciplinary care settings.

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.

Teaching within this module is delivered through an interactive approach designed to promote critical thinking and applied learning. Tutorials and workshops form the core of the learning experience and involve case studies, small group activities and facilitated class discussion to support collaborative enquiry and the application of theory to practice. These approaches are complemented by a session in the immersive suite, enabling students to engage in realistic practice scenarios within a safe learning environment. Lectures provide key conceptual foundations, while invited guest speakers, including practitioners and patients, contribute experiential and professional perspectives that enrich understanding of the core concepts.

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	8
Tutorial / Synchronous Support Activity	28
Personal Development Plan	10
Independent Study	154
n/a	
n/a	
TOTAL	200

Indicative Resources

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

Kumah, E.A. et al. (2022) 'Evidence-informed practice: Simplifying and applying the concept for nursing students and academics', British Journal of Nursing (Mark Allen Publishing), 31(6), pp. 322–330. Available at: https://doi.org/10.12968/bjon.2022.31.6.322.

Melnyk, B.M. and Fineout-Overholt, E. (2023) Evidence-based practice in nursing and healthcare: A guide to best practice. 5th edn. Philadelphia Wolters Kluwer.

SIGN (2021) Our guidelines, SIGN. Available at: https://www.sign.ac.uk/our-guidelines/.

Standing, M. (2023) Clinical judgement and decision making in nursing. 5th edn. London: Learning Matters.

(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	Murray Sherriff-Short
External Examiner	N Blythe
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**

Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Students can choose between 2 methods of assessment for component 1: Assessment 1a: Class Test (1.5 hours) Assessment 1b: Assignment - Report (2000 words)
Assessment 2
Assignment - Class test (1.5 hours)
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**
Coursework	☒	☐	☐	☒	☐	50	1.5

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Class test (written)	☐	☒	☒	☐	☐	50	1.5

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	3 hours

Change Control

What	When	Who
