Module Descriptor

Title	Enhancing Professional Nursing		
Session	2026/27	**Status**	Published
Code	NURS09262	**SCQF Level**	9
Credit Points	10	**ECTS (European Credit Transfer Scheme)**	5
School	**Health and Life Sciences**		
Module Co-ordinator	Garry Collins		

Summary of Module

Enhancing Professional Nursing is delivered over two terms and is a shared module in Part Three of the BSc Adult Nursing and BSc Mental Health Nursing programmes.

The module aims to prepare students for the academic and professional expectations of pre-registration nursing at SCQF Level 9. Concepts of professional nursing practice that prepare the learner for the role of newly qualified nurse, inlcuding Nursing and Midwifery Council revalidation, Flying Start and Practice Supervisor Preparation will be addressed. Academic skills preparation develops academic critical writing, critiquing of sources for academic assessment. Building on this the ways in which research based evidence is appraised will be explored. Introducing research appraisal skills, using recognised templates to support critical appraisal, judging credibily of findings based on appraisal. Preparation for employment in relation to application and interview skills will be incorporated to support students employability.

The module is an opportunity for learners to gain knowledge and skills that will enhance their professional development as a component of life long learning in nursing. Gaining knowledge, skills and attributes to support practicing in contemporary health contexts.

Further progressing personal and professional development, supported by an ongoing professional portfolio and engagement with reflective practice that is the foundation of professional development in nursing.

Formative opportunities will be provided during this module in a variety of mechanisms which may include: feedback on classroom-based activities from academics and/or peers, feedback on performance of nursing skills and procedures, feedback on assessment plans or short pieces of formative work and feedback from wider university support services (e.g. Academic skills team).

Educate students to reflect on skills and attributes in relation the graduate attributes and NMC Future Nurse Standards for Nursing (NMC, 2018) in addition to skills to support development and progression in peers and as a Practice Supervisor. Critical appraisal of the research evidence is integral to demonstrate the ability to make judgements on credibility of the evidence base for practice. Finally, to reflect on their own development at the independent level and formulate a plan for ongoing development. This module contributes to the UN Sustainable Development Goals (SDGs) (2023) SDG 3 Good Health and Wellbeing, SDG - 4 Quality Education, and SDG-16 Peace, Justice and Strong Institutions, whilst also aligning to the graduate attributes of UWS; universal, work-ready and successful.

United Nations (2023) Sustainable Development: The 17 Goals. Available from: https://sdgs.un.org/goals

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	Reflect on their professional values and attributes, considering these in relation to UWS Graduate Attributes and NMC Future Nurse Standards for Nursing (NMC, 2018).
L2	Critically reflect on their skills to support development and progression in peers and as a Practice Supervisor.
L3	Critically appraise research evidence to demonstrate the ability to make judgements on credibility of the evidence base for practice.
L4	Reflect on their own development at the independent level and formulate a plan for ongoing development.
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** Display knowledge and understanding of the principles of registered practice and how this impacts their role in care delivery.

[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

	Understand the main theories informing the appraial of published research in nursing and healthcare.
Practice: Applied Knowledge and Understanding	**SCQF 9** Make critical judgements on the use of research in the development of evidence based care. Application of relevant theories to the supervision,education and development of junior staff and student nurses.
Generic Cognitive skills	**SCQF 9** Apply the process reflection, and critical analysis of own practice incorporating this in their ePortfolio. Undertake critical analysis, evaluation and synthesis of principles of professional practice, research method and evidence based practice.
Communication, ICT and Numeracy Skills	**SCQF 9** Recognising the verbal and non-verbal skills required for effective communication and leadership. Recognise the written communcation skills required for effective professional communication. ICT skills to inform practice and for personal development by the utilisation of word processing and electronic soft ware packages supporting learning and development.
Autonomy, Accountability and Working with Others	**SCQF 9** Understand the notions of autonomy, accountability and team working as applied to nursing practice. Understand the development of independence within their own professional practice.

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. You will be taught through a combination of lectures, tutorials, workshops and, if part of this module, guided activity in our clinical skills laboratories. This will be supported by materials hosted on our virtual learning environment. Your time on campus is also designed to support your professional development as you work towards becoming a Registered Nurse. Group work, role play, and presentations help you to develop the communication, teamworking and leadership skills needed for professional practice.	
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	16
Personal Development Plan	3
Independent Study	73
n/a	
n/a	
TOTAL	100

Indicative Resources

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

Frohman, R, and Lupton, K. (2020). Critical Thinking for nursing,health and social care. London: Macmillan

Gray, J R. (2021) Burns and Grove's the Practice of Nursing Research. 9th edn. St Louis: Elsevier.

Hadley, G, & Boon, A. (2022) Critical Thinking. 1st edn. New York: Routledge. https://doi.org/10.4324/9780429059865

Jolley, J. (2020) Introducing research and evidence-based practice for nursing and healthcare professionals. Oxon: Routledge.

Lobiondo-Wood, G. and Wood, J, H. (2022) Nursing research: methods and critical appraisal for evidence based practice. 10th edn. St Louis: Elsevier.

McKenna, L. and Copnell, B. (2024). Fundamentals of nursing and midwifery research. 2nd edn. Oxon : Taylor & Francis Group.

Moule, P., Aveyard, H. and Goodman, M. (2017) Nursing Research: An Introduction. 43rd revised edn. London: Sage Publications.

NMC (2018) Future Nurse: Standards of Proficiency for registered nurses.

NMC (2018) The Code Professional standards of practice and behaviour for nurses, midwives and nursing associates. London: Nursing and Midwifery Council https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf

(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:

The Nursing and Midwifery Council require that students complete 2300 hours of theoretical preparation. Therefore, there is an expectation that all students attend all scheduled activities associated with the module. This includes on campus and synchronous online activities.

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** **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	Joe Brown
External Examiner	H Thomas
Accreditation Details	NMC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1
A portfolio of professional practice addressing all Learning Oucomes.
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 practical 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**