Module Descriptor

Title	Applied Evidence for Nursing Practice		
Session	2026/27	**Status**	Published
Code	NURS09254	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	NIck Fuller		

Summary of Module

In becoming a 'work ready' Registered Nurse, the theoretical underpinning for this module will enable the students to address the relevance of the evidence base to nursing knowledge, and the practical application of that to holistic person-centred nursing practice. In doing so, the module will develop more fully their understanding of quality improvement approaches (building upon the preceding Leading Quality Care module) and research paradigms relevant to nursing practice. It will support students to consolidate their skills in choosing, critically appraising, and applying various types of evidence for practice. Exploring a variety of methodologies and methods, the assessment requires the student to investigate and describe an aspect of contemporary person-centred nursing practice that they are likely to encounter as a newly graduated Registered Nurse. This may be developed from an area of personal interest and/or a topic they encountered in practice placement. The student will then construct a detailed practice-based case scenario report which requires them to search for, appraise, and apply evidence for best person-centred approaches to the issue. Working with an academic member of staff as supervisor, the student will advance their skills in critical reflection, and application of best evidence to practice. This exercise, and associated module learning, facilitates students' abilities to find and utilise evidence directly applicable to situations typical of those they will encounter as new Registered Nurses entering the workforce. This will also encourage lifelong research-mindedness and understanding of quality assurance/improvement processes within health and social care.

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 evaluate the evidence in relation to clinical practice. Reflective application of research and quality improvement processes to person-centred care processes, from a newly qualified Registered Nurse's perspective. A critical understanding of a key aspect of person-centred care relevant to a newly qualified Registered Nurse in a clinical setting. 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	Understand and critically appraise the relevance and value of different forms of evidence to nursing practice.
L2	Comprehend the reflective application of research and quality improvement processes to person-centred care, from a Registered Nurse's perspective.
L3	Demonstrate a critical understanding of collaborative person-centred care relevant to a newly qualified Registered Nurse in a clinical scenario, and apply evidence-informed approaches to optimise this.
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** Understanding of research and quality improvement methodologies and how they contribute to wider nursing knowledge and translate to person-centred care. A detailed knowledge and understanding of the moral, ethical and professional considerations associated with applying research and improvement methods to person-centred nursing practice.

[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 applying evidence to practice, e.g, organisational & discipline culture and dynamics, high clinical workloads. Understanding of the main theoretical approaches used in research and quality improvement and research paradigms. An in-depth knowledge and understanding of contemporary local, national and global healthcare demographics and political factors within the students' discipline. An in-depth understanding of the research process and or improvement process.
Practice: Applied Knowledge and Understanding	**SCQF 9** Utilising literature search strategies and appraisal skills to critically evaluate the evidence base of the chosen topic, including the implications of the findings for person-centred practice. Synthesising complex information and communicating this in academic terms. Creating a practice-based case scenario report which depicts an aspect of contemporary person-centred nursing care. Applying knowledge from a variety of sources to explore the challenges and complexities linked to this, and in identifying/optimising applied person-centred care.
Generic Cognitive skills	**SCQF 9** Analysing and synthesising complex concepts. Critically discussing the practical application of evidence to practice. Decision making and problem-solving skills.
Communication, ICT and Numeracy Skills	**SCQF 9** Demonstrating safe and effective professional communication within an inter-professional/multidisciplinary team, and with patients/carers. 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** Demonstrating a critical awareness of personal attitudes, values and beliefs whilst respecting those of others. Practicing responsibly within the professional, legal and ethical frameworks which underpin nursing practice in relation to collaborative working with diverse populations and/or groups. Organising and managing work within defined timelines. Utilising supervision effectively to progress study. 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.

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	12
Tutorial / Synchronous Support Activity	24
Personal Development Plan	3
Independent Study	161
n/a	
n/a	
TOTAL	200

Indicative Resources

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

Allan H, and Evans K. 2023, Theorising in Everyday Nursing Practice; a Critical Analysis, Sage, London.

Dewing J, McCormack B. and McCance T. 2021, Person-Centred Nursing Research: Methodology, Methods and Outcomes, Cham, Switzerland

Ellis P. 2022, Evidence -based Practice in Nursing, Sage, London.

Hertog R. and Niessen T. 2020, Taking into account patient preferences in personalised care: blending types of nursing knowledge in evidence-based practice, Journal of Clinical Nursing, vol. 30, pp. 1904-1915.

Smith M, Chinn P, and Nicoll L. 2021, Knowledge for nursing practice: beyond evidence alone, Research and Theory for Nursing Practice; An International Journal, vol. 35, no.1, pp. 7-23

Twycross A, and Shorten A. 2014, Service evaluation, audit and research: what is the difference? Evidence-Based Nursing, vol. 7, no.3, pp. 65-66.

White K, Dudley-Brown S. and Terharr M. 2025, Translation of Evidence into Nursing and Healthcare, Springer, New York.

(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	**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	Pre-registration Adult Nursing
Moderator	Kevin Duffy

External Examiner	R Armstrong
Accreditation Details	NMC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Written Assessment - a practice-based case scenario report structured around the student's chosen key aspect of person-centred care, from the perspective of their future practice as a newly qualified Registered Nurse.
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**
Report of practical/ field/ clinical 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**
