

**MODULE SPECIFICATION**

Part 1: Information			
Module Title	Accelerating Learning for Professionals		
Module Code	UZTR1D-20-2	Level	2
For implementation from	January 2018		
UWE Credit Rating	20	ECTS Credit Rating	10
Faculty	Health and Applied Sciences	Field	Continuing Care Adult Nursing
Department	Nursing and Midwifery		
Contributes towards	BSc (Hons) Health and Social Care BSc (Hons) Nursing (International)		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	Offered as CPD or stand alone		

Part 2: Description
<p><b>Introduction</b></p> <p>This module will help you to explore ways in which you can self-assess and optimise learning and development opportunities in your own practice environment.</p> <p>You will develop an analytical approach to appraising a range of sources of evidence and reflect on the ways in which learning may affect your professional and practice development.</p> <p>Accelerating Learning for Professionals enables you to demonstrate a problem solving approach to analysis and will assist you in examining the nature of evidence based practice and its impact on your professional practice.</p> <p>We will enhance your skills of communication and presenting information, hone your information retrieval skills and develop your ability to utilise information and communication technology appropriately to support your undergraduate study.</p> <p><b>Syllabus Outline</b></p> <p><b>Tools and frameworks for learning</b></p> <ul style="list-style-type: none"> <li>• Assessment and evaluation of learning styles</li> <li>• Application of self-assessment of learning approaches, preferences and developmental needs.</li> <li>• Development of professional practice</li> <li>• Application of learning contracts</li> <li>• Concepts of lifelong learning</li> <li>• Frameworks for reflection</li> </ul>

- Self-Management of independent study
- Problem solving
- Negotiation skills

#### Using evidence to underpin professional practice

- An introduction to assessing and evaluating evidence
- Sources of knowledge in personal and professional decision making
- Sources of evidence
- The advantages and limitations of evidence based practice
- Appraising the suitability of information sources
- Accountability: justifying professional decisions and actions

#### Information management

- Structure of literature
- Types of information e.g. statistics, official publications, non-print media Access to and organisation of sources of information.
- Searching and reviewing literature.
- Skills of communication and presentation of information
- Academic Writing

### Part 3: Assessment

Six formative tasks, reflecting on learning experiences already encountered - discussed within either of the two face-to-face tutorials but requiring no summative assessment. This would also be a further opportunity to review the learning outcomes and ensure that all are evidenced and supported through to the work towards the summative assessment

One 3000 word reflective essay and 1000 words on one task summatively assessed. The task is to reflect on what sources of evidence could be utilised to inform the students practice.

Identify final timetabled piece of assessment (component and element)	Component A1		
% weighting between components A and B (Standard modules only)		<b>A:</b>	<b>B:</b>

#### First Sit

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. 4000 word assignment	100%
Component B Description of each element	Element weighting (as % of component)
1. N/A	

#### Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. 4000 word assignment	100%
Component B Description of each element	Element weighting (as % of component)
1. N/A	

### Part 4: Teaching and Learning Methods

Learning Outcomes	On successful completion of this module students will be able to:
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1. Explore ways in which the individual can self –assess and through so doing, optimise learning and development opportunities in their own practice environment. (Component A)
2. Develop an analytical approach to appraising a range of sources of evidence. (Component A)
3. Reflect on the ways in which learning may affect professional and practice development. (Component A)
4. Demonstrate a problem solving approach to the analysis of professional practice. (Component A)
5. Demonstrate information retrieval skills and examine the impact of evidence based practice on professional practice. (Component A)

Key Information Sets Information (KIS)

Key Information Set - Module data				
<i>Number of credits for this module</i>				
				20
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
200	36	164	0	200

Contact Hours

The table below indicates as a percentage the total assessment of the module which constitutes a;

**Coursework:** Written assignment

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	100%
Practical exam assessment percentage	0%
	100%

Total Assessment

Reading List

[Accelerating Learning for Professionals Reading List](#)

## FOR OFFICE USE ONLY

First CAP Approval Date	2nd June 2015			
Revision CAP Approval Date Update this row each time a change goes to CAP	15 November 2017	Version	2	<a href="#">Link to RIA 10684</a>