



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Research and Evidence Based Paramedic Practice				
Module Code	UZYRUP-15-2	Level	2	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	Allied Health Professionals		
Department	Allied Health Professionals	Module Type	<i>Project</i>		
Contributes towards	Diploma (HE) Paramedic Science				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	N/A		
First CAP Approval Date	19/01/2016	Valid from	April 2016		
Revision CAP Approval Date		Revised with effect from			

<b>Review Date</b>	April 2022
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of how paramedic practice is directed by the integration of best research evidence with clinical expertise and patient values (Component A)</li> <li>2. Demonstrate a critical awareness of the different types and sources of evidence which inform emergency care and paramedic practice (Component A)</li> <li>3. Demonstrate an understanding of how the research process contributes to the development of evidence for practice (Component A)</li> <li>4. Explain how to locate, appraise and utilise information to inform evidence-based treatment decisions (Component A)</li> <li>5. Demonstrate an understanding of how the process of reflection is linked to evidence based practice (Component A)</li> <li>6. Consider the role of ethical decision making in the application of evidence based practice (Component A)</li> <li>7. Apply critical appraisal and evaluation to research evidence (Component A)</li> <li>8. Demonstrate an awareness of the role of audit and review in quality management and research, including quality control, quality assurance and the use of appropriate outcome measures (Component A)</li> </ol>

Syllabus Outline	<ul style="list-style-type: none"> <li>• <b>Introduction</b> <ul style="list-style-type: none"> <li>· Being a professional</li> <li>· Care quality</li> <li>· The development of evidence based practice</li> <li>· The evidence for paramedic practice</li> </ul> </li> <li>• <b>Evidence</b> <ul style="list-style-type: none"> <li>· The meaning of evidence</li> <li>· Different types of evidence</li> <li>· Exploring the hierarchy of evidence</li> <li>· Evaluating the quality of evidence</li> <li>· Research methods</li> </ul> </li> <li>• <b>Evidence and clinical practice</b> <ul style="list-style-type: none"> <li>· Defining evidence based practice/medicine</li> <li>· 'What it is' and 'what it is not'</li> <li>· Integrating evidence into clinical practice</li> <li>· The role of evidence in justifying practice</li> <li>· The boundaries of evidence based practice</li> <li>· Clinical reasoning without 'evidence'</li> <li>· Frameworks that influence evidence based practice</li> </ul> </li> <li>• <b>National policy/directives, e.g. research and development strategy</b> <ul style="list-style-type: none"> <li>· Clinical Governance, Clinical Audit,</li> <li>· Ambulance Clinical Quality Indicators</li> </ul> </li> <li>• <b>How clinical guidelines are developed</b> <ul style="list-style-type: none"> <li>· National Institute of Clinical Excellence(NICE)</li> <li>· Clinical Knowledge Summaries (CKS)</li> <li>· Joint Royal College Ambulance Liaison Committee(JRCALC)</li> </ul> </li> <li>• <b>Critical appraisal</b> <ul style="list-style-type: none"> <li>· Standard appraisal questions</li> <li>· Critical appraisal frameworks</li> </ul> </li> <li>• <b>Ethical considerations</b> <ul style="list-style-type: none"> <li>· Vulnerable groups</li> <li>· Research Governance and Ethical approval</li> <li>· Capacity and informed consent</li> <li>· Data protection and confidentiality</li> </ul> </li> <li>• <b>Professional Literature</b> <ul style="list-style-type: none"> <li>· Literature and database searching</li> <li>· Critical appraisal of literature</li> </ul> </li> </ul>
Contact Hours	<ul style="list-style-type: none"> <li>• Students will typically engage in five, 3-hour interactive lecture and seminar days. Group sizes on the module vary but groups are typically up to 30.</li> <li>• Students are also given access to bespoke, interactive learning resources for the module, containing audios, games and quizzes giving opportunities to develop knowledge and understanding as they progress through the module. In addition, email contact with staff is available throughout the module and during scheduled tutorial time.</li> </ul>
Teaching and Learning Methods	<p><b>Scheduled learning</b> includes lectures and seminars, also tutorials.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, reflective, comprehensive interactive online learning materials, revision etc.</p>
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, this is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p>

<b>Key Information Set - Module data</b>				
<i>Number of credits for this module</i>				
				15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	18	66	66	150

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

**Written Exam:** Unseen written exam, open book written exam, In-class test

**Coursework:** Written assignment or essay, report, dissertation, portfolio, project

**Practical Exam:** Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

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

## Reading Strategy

### **Core readings**

Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library. Module guides will also reflect the range of reading to be carried out.

### **Further readings**

All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.

### **Access and skills**

Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend sessions on selection of appropriate databases and search skills. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.

### **Indicative reading list**

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module

	specification. <i>Current</i> advice on additional reading will be available via the module guide or Blackboard pages
Indicative Reading List	<ul style="list-style-type: none"> <li>• Bowling, A. (2014) <i>Research Methods in Health: Investigating Health and Health Services</i> [online]. 4<sup>th</sup> ed. Oxford: OUP.</li> <li>• Department of health (2010) <i>Developing the Evidence Base in Prehospital Urgent and Emergency Care</i> Available from; <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/216064/dh_117198.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/216064/dh_117198.pdf</a> [Accessed 21/09/15]</li> <li>• Goldacre, B. (2009) <i>Bad Science</i>. Harper Collins</li> <li>• Greenhalgh, T. (2009) <i>How to Read a Paper: The Basics of Evidence-Based Medicine</i>. London: Wiley-Blackwell</li> <li>• Griffiths, P. and Mooney, G.P. (2012) <i>The Paramedics Guide to Research</i>. Maidenhead: Open University Press</li> <li>• Moule, P. and Hek, J. (2011) <i>Making Sense of Research: An Introduction for Health and Social Care Practitioners</i>. London: Sage</li> </ul>

Part 3: Assessment	
Assessment Strategy	<p>Summative Assessment</p> <ul style="list-style-type: none"> <li>• The summative assessment will be in the form of a single 2500 word assignment. The assignment is a research critique and will utilise a critiquing framework.</li> </ul> <p>Rationale: to assess the student's knowledge and understanding of research, research methodology and evidence based practice.</p> <p>Formative assessment</p> <ul style="list-style-type: none"> <li>• Will take place through tutorial support and reading by a personal tutor of draft work.</li> </ul>

Identify final assessment component and element	<b>Comp A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	100%	
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. A 2500 word assignment	100%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. A 2500 word assignment	100%	

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.