



ACADEMIC SERVICES

MODULE SPECIFICATION

| Part 1: Basic Data | | | | | |
|----------------------------|---|--------------------|---------------------------|--|----|
| Module Title | Accelerating Learning for Professionals | | | | |
| Module Code | UZYRSN-20-1 | Level | 1 | Version | 1 |
| UWE Credit Rating | 20 | ECTS Credit Rating | 10 | WBL module? | No |
| Owning Faculty | Health and Applied Sciences | Field | Allied Health Professions | | |
| Department | Allied Health Professions | Module Type | Project | | |
| Contributes towards | Dip HE Paramedic Science | | | | |
| Pre-requisites | None | | Co- requisites | None | |
| Excluded Combinations | None | | Module Entry requirements | Working in appropriate professional role | |
| First CAP Approval Date | 15 November 2016 | | Valid from | January 2017 | |
| Revision CAP Approval Date | | | Revised with effect from | | |

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| Review Date | December 2023 |
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| Part 2: Learning and Teaching | |
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| Learning Outcomes | <p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Explore ways in which learning can improve their professional practice (Component A) • Recognise the importance of reflection in assessing their own strengths and learning needs in professional practice (Component A) • Demonstrate a problem solving approach to the evaluation & analysis of professional practice (Component A) • Recognise the contribution of research to their professional practice (Component A) • Demonstrate information retrieval skills (Component A) • Develop an analytical approach to appraising evidence (Component A) • Examine the nature of evidence and its impact on professional practice (Component A) • Reflect and assess their own strengths and learning needs in relation to a range of Study Skills and personal barriers to learning (Component A) • Develop the skills of presenting written information in an academic style. This will include demonstrating an ability to reference in a UWE Harvard style and a recognition of what constitutes plagiarism (Component A) • Make the use of information and communication technology appropriately to support the above (Component A) |

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| <p>Syllabus Outline</p> | <p>Tools and frameworks for learning Further development of professional practice. Basic study skills Approaches to learning. Barriers to learning Application and the use of learning contracts. Concepts of lifelong learning. Frameworks for reflection. Supporting learning using good quality evidence Principles of self-awareness and self-disclosure. Self-management. Problem solving. Decision making. Negotiating skills. Sustaining and managing learning for change.</p> <p>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, definitions of and approaches to research. The advantages and limitations of research based evidence. Evidence based practice & accountability: justifying professional decisions and actions.</p> <p>Information management Structure of literature e.g. primary, secondary and tertiary sources. Types of information e.g. statistics, official publications, non-print media. Access to and organisation of sources of information. Searching and reviewing the literature. Assessing the suitability of information sources. Data presentation and interpretation including referencing Skills of communication and presentation of information. Avoiding plagiarism</p> |
| <p>Contact Hours</p> | <p>The module includes an approximate total of 36 hours of scheduled face to face contact time typically in the form of:</p> <ul style="list-style-type: none"> • 4 x 8 hour workshop days at university comprising of seminars, small group work and supported online activities • Ongoing tutor support between workshops plus at least 2 half hour tutorials (1 face to face post workshop and 1 on-line with draft assignment support) |
| <p>Teaching and Learning Methods</p> | <p>The key to this module is a blended approach to learning. The majority of the module will be delivered online with online learning activities and access to electronic resources. Face to face teaching will be in the form of seminars, master classes, practical workshops, case based discussions and simulation activities.</p> <p>Scheduled learning includes seminars, small group work, supported individual on-line classroom work and a range of tutor support activities including tutorials.</p> <p>Independent learning. For most students this module represents their first experience of Higher Education and completion of an academic assignment. Given this, additional consolidation time needs to be factored in to independent study hours. Independent learning will include around 110 hours of essential reading, on-line activity work and portfolio task completion. In addition, around 50 hours in total</p> |

will be required for assignment preparation and completion.

Key Information Sets Information

Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which 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.

| 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 |



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:

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

Reading Strategy

Access and skills

All students are encouraged to make use of the extensive resources provided by the Library to which they are introduced at the start of their course. Given the nature of this particular module, on-line study skills resources represent an essential component of the students' reading strategy.

Two sessions by Library staff are included in the scheduled timetable. These offer students formal opportunities to develop their awareness of all Library facilities including information retrieval skills. Additional support is available through the iSkillZone via the Library web pages

Essential Reading

Essential reading relating directly to delivery of the module will be provided electronically or as printed study packs

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| | <p>Further Reading Students will be encouraged to read widely around study skills as well as the topic at the centre of their assignment reflective essay. A list of useful titles will be given in the module handbook and revised annually.</p> <p>Blackboard This module is supported by Blackboard where students will be able to find all necessary module information. Direct links to information sources will also be provided from within Blackboard</p> |
| Indicative Reading List | <p>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. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</p> <p>Alfaro-LeFevre, R. (2013) <i>Critical Thinking, Clinical Reasoning, and Clinical Judgement</i>. St. Louise: Elsevier.</p> <p>Bolton, G, (2010) <i>Reflective practice: writing and professional development</i>. 3rd ed. London : Sage</p> <p>Cottrell, S. (2008) <i>The study skills handbook</i>. 2nd ed. Basingstoke: Palgrave</p> <p>Cottrell, S. (2011) <i>Critical Thinking Skills; developing effective analysis and argument</i>. 2nd ed. Basingstoke : Palgrave</p> <p>Ghaye, T and Lillyman, S (2006) <i>Learning Journals and Critical Incidents: reflective practice for healthcare professionals</i>. London : Quay</p> <p>Hek, G, Judd, .M and Moule, P. (2011) <i>Making sense of research: An Introduction for Health and Social Care Practitioners</i>. 4th ed. London: Sage.</p> <p>Jasper, M (2003) <i>Beginning reflective practice</i>, Cheltenham: Nelson Thornes.</p> <p>Johns, C, (2009) <i>Becoming a reflective practitioner</i>. 3rd ed. Chichester : Wiley-Blackwell</p> <p>Maslin-Prothero, S. (2010) Bailliere's <i>Study Skills for Nurses and Midwives</i>, 4th ed. London : Bailliere Tindall</p> <p>Moon, J, (2006) <i>Learning journals a handbook for academics, students and professional development</i>, 2nd ed. Abingdon, Oxon: Routledge.</p> |

Part 3: Assessment

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| Assessment Strategy | <p>The assessment Students are asked to develop a 4000 word personal development profile comprising of firstly, a reflective essay (2500 words) and secondly a range of tasks (1500 words) to evidence development of a range of study skills.</p> <p>Assessment strategy This 4000 word profile maps against the various learning outcomes of the module. The student is required, for example, to evidence an ability to use critical and reflective analysis of their professional practice, utilise information retrieval skills, distinguish between sources of evidence as well as demonstrate the development of a range of academic study skills</p> |
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| Identify final assessment component and element | Component A | |
| % weighting between components A and B (Standard modules only) | A: | B: |
| | 100% | |
| First Sit | | |
| Component A Description of each element | Element weighting (as % of component) | |
| Element 1. 4000 word Personal Development Profile. | 100% | |

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| Resit (further attendance at taught classes is not required) | | |
| Component A (controlled conditions) Description of each element | Element weighting (as % of component) | |
| Element 1. Resubmission of 4000 word Personal Development Profile | 100% | |
| If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences. | | |

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| First CAP Approval Date | 15 November 2016 | | |
| Revision CAP Approval Date | 15 November 2016 | Version | 1 |
| Link to RIA 12052 | | | |