

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Evidence and Research in Practice				
Module Code	UZWR38-20-3	Level	3	Version	4
Owning Faculty	Health and Applied Sciences	Field	Acute and Critical Care Adult Nursing		
Department	Nursing and Midwifery				
Contributes towards	BSc (Hons) Health and Social Care BSc (Hons) Specialist Practice (District Nursing)				
UWE Credit Rating	20	ECTS Credit Rating		Module Type	Project
Pre-requisites			Co- requisites	None	
Excluded Combinations	UZWR38-20-2 Introduction to Evidence and Research in Practice		Module Entry requirements		
Valid From	August 2017		Valid to		

CAP Approval Date	21/03/2017 (V4)
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the implications of research evidence for professional practice and/or planning and delivery of services. (Component A) • Evaluate and critically analyse a range of evidence supporting practice and policies in the workplace. (Component A) • Evaluate the use of a range of research designs, data collection techniques and methods of data analysis. (Component A) • Identify and appraise the principles for successful implementation of planned change based on best available evidence. (Component A) • Examine the constraints and barriers for implementation of evidence based professional practice. (Component A)
Syllabus Outline	<p>Questioning professional practice:</p> <ul style="list-style-type: none"> • the nature of knowledge; • types of evidence, the relationship between research and policy. • The wider context of evidence based practice. <p>Research:</p> <ul style="list-style-type: none"> • interpretation of findings; • identifying influences on validity, reliability and replication, application of research to policy and practice, • the dissemination of research evidence. <p>Management of change:</p>

	<ul style="list-style-type: none">strategies to facilitate change, responsibilities;individual, organisational and the wider picture e.g. national initiatives																																																												
Contact Hours	36 hours																																																												
Teaching and Learning Methods	<p>A range of learning and teaching approaches are used including lectures, seminars, workshops, small group work, tutorials and online resource.</p> <p>Students can also access an interactive learning resource designed for the module.</p>																																																												
Key Information Sets Information	<p>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.</p> <table><tr><th colspan="5">Key Information Set - Module data</th></tr><tr><td colspan="5"></td></tr><tr><td colspan="4">Number of credits for this module</td><td>20</td></tr><tr><td colspan="5"></td></tr><tr><th>Hours to be allocated</th><th>Scheduled learning and teaching study hours</th><th>Independent study hours</th><th>Placement study hours</th><th>Allocated Hours</th></tr><tr><td>200</td><td>48</td><td>152</td><td>0</td><td>200</td></tr></table> <p>The table below indicates as a percentage the total assessment of the module which constitutes -</p> <p>Coursework: Written report,</p> <p>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:</p> <table><tr><td colspan="4">Total assessment of the module:</td><td></td></tr><tr><td colspan="4"></td><td></td></tr><tr><td colspan="4"></td><td></td></tr><tr><td colspan="4">Coursework assessment percentage</td><td>100%</td></tr><tr><td colspan="4"></td><td></td></tr><tr><td colspan="4"></td><td>100%</td></tr></table>	Key Information Set - Module data										Number of credits for this module				20						Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	200	48	152	0	200	Total assessment of the module:															Coursework assessment percentage				100%										100%
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Reading Strategy	<p>Core readings</p> <p>It is essential that students read one of the many texts on research methods available through the Library. Module guides will also reflect the range of reading to be carried out.</p> <p>Further readings</p> <p>Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full text databases,</p>																																																												

	<p>and Internet resources. Many resources can be accessed remotely.</p> <p>Access and skills</p> <p>The development of literature searching skills is supported by a Library seminar either face to face or online. These level three skills will build upon skills gained by the student whilst studying at levels one and two. 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.</p>
Indicative Reading List	<p>Indicative reading list</p> <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 the module guide</p> <p>Gerrish, K. and Lathlean J, A (2015) <i>The Research Process in Nursing</i> (7th Edition); Oxford: Wiley-Blackwell. This is available as an ebook via the library catalogue.</p> <p>Gomm, R., Needham, G. and Bullman, A. (eds) (2000) <i>Evaluating Research in Health and Social Care</i>. London: Sage Publications.</p> <p>Greenhalgh, T. (2014) <i>How to Read a Paper: The Basics of Evidence-Based Medicine</i> (6th Edition). London: Blackwell. The second edition is available as an ebook via the library catalogue.</p> <p>Moule, P. Aveyard, H. and Goodman, M. (2017) <i>Nursing Research: An Introduction (3rd edition)</i> London: Sage Publications</p> <p>Parahoo K, (2014) <i>Nursing Research: Principles, Process and Issues</i> (3rd Edition), Basingstoke: Palgrave Macmillan</p> <p>Polit, D.F., Beck, C.T., (2013) <i>Essentials of Nursing Research: Appraising Evidence for Nursing Practice</i> (8th Edition). London: Lippincott Williams and Wilkins</p> <p>Suggested internet resources:</p> <ul style="list-style-type: none"> NHS Evidence http://www.evidence.nhs.uk/ with many gateways and links to other resources. See also the News and RSS tab for a link to 'Behind the Headlines'

	<ul style="list-style-type: none"> Centre for Evidence-Based Medicine: http://www.cebm.net/ UK Cochrane Centre: http://www.cochrane.org/about-us The Critical Appraisal Skills Programme appraisal tools http://www.casp-uk.net/
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Part 3: Assessment			
Assessment Strategy	A 2500 word report in which students identify a research question arising from their professional practice, conduct a systematic search for an article reporting primary research, critically evaluate the strength of evidence and consider its trustworthiness in the context of evidence from current clinical guidelines (or a systematic review if appropriate). Students will consider how the research findings might be implemented in their professional practice or alternatively why they might not be implemented.		
	A further section will discuss the strength of evidence in their chosen primary paper in the light of the hierarchy of evidence and require students to consider what an alternative research approach could add to the evidence they have appraised in their chosen paper.		
	The assignment will enable demonstration of learning outcomes relating to the implications of research evidence for professional practice, evaluation, critical analysis, as well as implementation of research evidence into practice.		
	There are opportunities for formative assessment during workshop activities on the module. In addition, students are given feedback on a draft of their coursework prior to submission.		
Identify final assessment component and element		Component A	
% weighting between components A and B (Standard modules only)		A:	B:
First Sit			
Component A (controlled conditions) Description of each element		Element weighting (as % of component)	
2500 word assignment		100%	
Resit (further attendance at taught classes is not required)			
Component A (controlled conditions) Description of each element		Element weighting (as % of component)	
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.			

FOR OFFICE USE ONLY

First CAP Approval Date				
Revision CAP Approval Date	21 March 2017	Version	4	Link to RIA 11897