



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Appreciating Evidence for Practice				
Module Code	UZWSN3-15-1	Level	1	Version	1
Owning Faculty	Health and Life Sciences	Field	Acute Critical and Emergency Care		
Contributes towards	BSc (Hons) Nursing BSc (Hons) Midwifery				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	September 2013		Valid to	September 2013	

CAP Approval Date	9 May 2013
--------------------------	------------

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"> Recognise the importance of developing research questions that address the evidence based practice (EBP) agenda and enhance clinical practice Demonstrate knowledge of key research approaches used in nursing and midwifery and their contribution to evidence based practice Demonstrate the importance of appropriate data collection and analysis techniques Appreciate how research findings can be applied to clinical practice and guide decision making in nursing and midwifery Identify the importance of sampling strategies Recognise the importance of stakeholders and patient and public involvement in developing research questions and methods Demonstrate an understanding of basic statistical concepts and principles Recognise the central role of research ethics in healthcare related research
Syllabus Outline	<ul style="list-style-type: none"> Introduction to evidence based practice concepts and relevance to patient care To utilise a problem based approach to explore the importance of research questions Utilise questions to guide literature searching Introduction to qualitative and quantitative research Introduction to service evaluation/improvement Exploration and apply basic statistics Introduction and application of research ethics Critiquing skills To critique the hierarchy of EBP and appreciate diverse sources of EBP and their relative strengths and weaknesses.
Contact Hours	A total of 36 hours in the form of seminars, lectures and online activities
Teaching and	A variety of approaches will be used which may include:

Learning Methods	<ul style="list-style-type: none"> • Lectures • Seminars • Simulation of case scenarios • Lecturer facilitation and support. • Workshops • Patient and Public Involvement • Directed and independent learning • Reflective approaches to learning 																														
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 border="1" data-bbox="480 633 1386 1021"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td>15</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>150</td> <td>36</td> <td>114</td> <td></td> <td>150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a - Coursework: Written assignment</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 border="1" data-bbox="600 1301 1273 1536"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td>100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	Key Information Set - Module data					<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	36	114		150	Total assessment of the module:		Written exam assessment percentage		Coursework assessment percentage	100%	Practical exam assessment percentage			100%
Key Information Set - Module data																															
<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	36	114		150																											
Total assessment of the module:																															
Written exam assessment percentage																															
Coursework assessment percentage	100%																														
Practical exam assessment percentage																															
	100%																														
Reading Strategy	<p>Core readings Any core reading will be indicated clearly, along with the method for accessing it, for example, 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.</p> <p>Further reading Further reading is advisable for this module, and students will be encouraged to explore at least one of the titles held in the library on this topic. A current list of such titles will be given in the module guide and revised annually.</p> <p>Access and skills Formal opportunities for students to develop their library and information skills are provided within the induction period. 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>																														

	Key chapters will be digitalised and made available on Blackboard Training in how to retrieve/evaluate further readings to support their studies
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. Current advice on additional reading will be available via the module guide or Blackboard pages.</p> <p>Burns, N. & Grove, S.K. (2007) <i>Understanding Nursing Research: Building an Evidence-Based Practice</i>. Philadelphia: Saunders. (4th Ed.)</p> <p>Gerrish, K. and Lacey, A. (2010) <i>The Research Process in Nursing</i>. 5th Edition. Oxford: Wiley Blackwell. (6th Ed.)</p> <p>Hek, G. and Moule, P. (2006) <i>Making Sense of Research</i>. 3rd ed. London: Sage</p> <p>LoBiondo-Wood, G. and Haber, J. (2009) <i>Nursing Research: Methods and Critical Appraisal for Evidence-Based Practice</i>. St Louis: Mosby. (7th Ed.)</p> <p>Moule, P. and Goodman, M. (2009) <i>Nursing research: an introduction</i>. London: Sage.</p> <p>Polit, D. F. and Beck, C.T. (2005) <i>Essentials of Nursing Research: Methods, Appraisal, and Utilization</i>. 6th ed. Philadelphia: Lippincott Williams and Wilkins.</p> <p>Rees, C. (2011) <i>An Introduction to Research for Midwives</i>. London: Churchill Livingstone.</p> <p>Steen, M. and Roberts, T. (2011) <i>The Handbook of Midwifery Research</i>. London; Wiley-Blackwell.</p>

Part 3: Assessment

Assessment Strategy	The assessment strategy will be an essay. The essay format is designed to ensure that the student can explore, understand and apply the basic concepts and theories of EBP. It seeks to test higher order skills to enable the student to make links between EBP and clinical practice.
---------------------	---

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)	
1. 2000 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)	
1. 2000 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.		