University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Evidence Based Practice for Nursing and Midwifery				
Module Code	UZWSNB-15-2	Level	2	Version	1
Owning Faculty	Faculty of Health and Life Sciences	Field		Acute and Critical Care Adult Nursing	
Contributes towards	BSc (Hons) Nursing BSc (Hons) Midwifery Foundation Degree Health Care Practice				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2013		Valid to	September 2019	

CAP Approval Date	9 May 2013

Part 2: Learning and Teaching	
Learning Outcomes	- Demonstrate an understanding of the significance and value of evidence based practice for Nursing and Midwifery practice - Illustrate how different approaches to research are used to address different research questions - Demonstrate knowledge of research and service evaluation approaches and methods and discuss the rationale for their use - Systematically locate and appraise a variety of evidence sources - Critically review research and service evaluation evidence using appropriate technology and critiquing frameworks - Identify how changes in practice and services can be planned and implemented based on best available evidence - Explore how evidence informs or challenges professional values and practice - Recognise how evidence based practice facilitates patient, client and public involvement in care - Recognise that evidence based practice embeds the values of person centred care
Syllabus Outline	**Evidence Based Practice** - Evidence based practice in Nursing and Midwifery practice - Research evidence in evidence based practice - Practitioner expertise and experience in evidence based practice - Patient/client needs/preferences/values in evidence based practice

	The Research Process
	• How different research approaches address different research questions
	• Appreciate contribution of qualitative, quantitative and mixed method research designs to evidence based practice
	• Appreciate the importance of systematic review methods and meta-analysis in evidence based practice
	• Literature reviews
	• Participant recruitment and sampling
	• Data collection
	• Data analysis
	• Presentation of findings – the research report
	• Dissemination of findings
	• Awareness of context in which publication/dissemination occurs
	Research Ethics
	• Vulnerability – who is vulnerable – why do we need to protect participants
	• Informed consent
	• Confidentiality
	• Ethical approval
	• Research governance
	The Ethics of Evidence Based Practice
	• Developing the values inherent in Nursing and Midwifery care
	• Professional values
	• Acknowledge the context in which evidence based practice occurs
Contact Hours	A total of 36 hours in the form of seminars, lectures and online activities
Teaching and Learning Methods	A variety of approaches will be used which may include: • Lectures • Seminars • ICT based platforms • Formative assessment opportunity • Case based approaches
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					
Number of credits for this module				15	
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
150	36	114	0	150	✅

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

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

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. Current advice on additional reading will be available via the module guide or Blackboard pages. Students are to use the Harvard referencing system in submitted work. Aveyard H and Sharp P (2009) *A Beginner's Guide To Evidence Based Practice in Health and Social Care Professions*. Maidenhead: McGraw Hill and Open University

	Press
	Parahoo K (2006) *Nursing Research: Principles, Process and Issues*. 2nd ed. Basingstoke: Palgrave Macmillan.
	British Journal of Midwifery
	Journal of Advanced Nursing
	Journal of Child Health Care
	Journal of Children's and Young People's Nursing
	Journal of Evidence Based Nursing
	Journal of Intellectual Disabilities
	Journal of Intellectual Disability Research

Part 3: Assessment

Assessment Strategy	The assignment consists of 2000 words "report" on an aspect of clinical practice. This report builds upon and advances learning undertaken in year one.
	Looking forward, this module, and the assignment that is a part of it, supports the development of students by equipping them with the theoretical and intellectual skills necessary to underpin the dissertation module in year three.
	Formative feedback will be defined within the module handbook

Identify final assessment component and element		**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.	