



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Introduction to Evidence and Research in Practice				
Module Code	UZTSUP-15-2	Level	2	Version	1
Owning Faculty	Health and Applied Sciences	Field	Continuing Care Adult Nursing		
Contributes towards	Post Qualifying Programmes				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites			Co- requisites	None	
Excluded Combinations	UZR38-20-3 Evidence and Research in Practice	Module Entry requirements	None specified.		
Valid From	September 2014	Valid to	September 2020		

CAP Approval Date	26/02/2014
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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 a range of evidence supporting practice and policies in the workplace (Component A) • Analyse the use of a range of research designs, data collection techniques and methods of data analysis. (Component A) • Discuss the relevance and the relationship of research to aspects of policy and professional practice. (Component A) • Discuss the requirements necessary for the successful implementation of planned change based on best available evidence. (Component A)
Syllabus Outline	<p>The nature of knowledge and types of evidence; the wider context of evidence based practice.</p> <p>The research process covering specific approaches to design and methodology; research ethics; influences on validity, reliability and applicability; interpretation of findings.</p> <p>Approaches to change: barriers to change and strategies to facilitate change, including contributory factors (individual, research, organisational, political/economic).</p>
Contact Hours	Students will have three to six hours each week in face-to-face teaching sessions with staff on the module. Students are given access to a tailor-made, interactive learning resource for the module, containing audios, games and quizzes giving opportunities to

	<p>assess 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.</p>																														
Teaching and Learning Methods	<p>A range of learning and teaching approaches are used including lectures, seminars, workshops, small group work, tutorials and an e-learning resource.</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 border="1" data-bbox="475 591 1362 981"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4">Number of credits for this module</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>0</td> <td>150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test</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="572 1290 1267 1525"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>100%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>0%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	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	Total assessment of the module:		Written exam assessment percentage	100%	Coursework assessment percentage	0%	Practical exam assessment percentage	0%		100%
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Reading Strategy	<p>Core readings 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 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, and Internet resources. Many resources can be accessed remotely.</p> <p>Access and skills The development of literature searching skills is supported by a Library seminar provided within the first semester. 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</p>																														

	on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.
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, <i>current</i> advice on readings will be available via the module guide</p> <p>Aveyard, H. and Sharp, P. (2009) <i>A Beginner's Guide to Evidence Based Practice in Health and Social Care</i>. Berkshire: Open University Press/ McGraw Hill Education.</p> <p>Gerrish, K. and Lacey, A. (2010) <i>The Research Process in Nursing (6th Edition)</i>; Oxford: Wiley-Blackwell.</p> <p>LoBiondo-Wood, G. and Haber, J. (2010) <i>Nursing Research. Methods and Critical Appraisal for Evidence-Based Practice (7th Edition)</i>; St Louis: Mosby Elsevier.</p> <p>Moule, P. and Goodman, M. (2009) <i>Nursing Research: An Introduction</i> London: Sage Publications</p> <p>Parahoo K, (2006) <i>Nursing Research: Principles, Process and Issues (2nd Edition)</i>, Basingstoke: Palgrave Macmillan</p> <p>Polit, D.F., Beck, C.T., (2013) <i>Essentials of Nursing Research: Appraising Evidence for Nursing Practice (8th Edition)</i>. Philadelphia: Lippincott</p>

Part 3: Assessment		
Assessment Strategy	<p>There are opportunities for formative assessment during workshop activities on the module. In addition, students are given feedback on their choice of research article prior to assessment</p> <p>Assessment is a 1.5-hour controlled conditions assessment. Students must answer a mix of short and longer answer questions. The longer answer questions relate to a research article, chosen by the student during the module, which relates to their professional practice. This assessment contributes to 100% of the module mark.</p>	
Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	100	
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 1.5 hours unseen exam	100%	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 1.5 hours unseen exam.	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.