



University of the
West of England

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Accelerating Learning for Professionals				
Module Code	UZTSUM-30-2	Level	2	Version	1
Owning Faculty	Health & Applied Sciences	Field	Continuing Care Adult Nursing		
Contributes towards	Post Qualifying Programmes				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Project
Pre-requisites			Co- requisites		
Excluded Combinations			Module Entry requirements	Registered Nurse, Registered Midwife Paramedic	
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> <ol style="list-style-type: none"> 1. Explore ways in which the individual can self –assess and through so doing, optimise learning and development opportunities in their own practice environment. (Component A) 2. Develop an analytical approach to appraising a range of sources of evidence. (Component A) 3. Reflect on the ways in which learning may affect professional and practice development. (Component A) 4. Demonstrate a problem solving approach to the analysis of professional practice. (Component A) 5. Examine the nature of evidence based practice and its impact on professional practice. (Component A) 6. Enhance the skills of communication and presenting information. (Component A) 7. Demonstrate information retrieval skills. (Component A) 8. Utilise information and communication technology appropriately to support undergraduate study. (Component A)
Syllabus Outline	<p>Tools and frameworks for learning</p> <p>Assessment and evaluation of learning styles</p> <p>Application of self-assessment of learning approaches, preferences and developmental needs</p> <p>Development of professional practice</p> <p>Application of learning contracts</p> <p>Concepts of lifelong learning</p>

	<p>Frameworks for reflection Self-Management of independent study Problem solving Negotiation skills</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 The advantages and limitations of evidence based practice Appraising the suitability of information sources Accountability: justifying professional decisions and actions</p> <p>Information management Structure of literature Types of information e.g. statistics, official publications, non-print media Access to and organisation of sources of information. Searching and reviewing literature. Skills of communication and presentation of information Academic Writing</p>																									
Contact Hours	A total of 72 hours in the form of seminars, lectures and online activities																									
Teaching and Learning Methods	<p>A variety of approaches will be used which may include:</p> <ul style="list-style-type: none">• Technology enhanced learning• Workshops• Lectures and Seminars• Enquiry based learning• Case based 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</p> <table><tr><th colspan="5">Key Information Set - Module data</th></tr><tr><td colspan="5">Number of credits for this module</td></tr><tr><td colspan="4"></td><td>30</td></tr><tr><td>Hours to be allocated</td><td>Scheduled learning and teaching study hours</td><td>Independent study hours</td><td>Placement study hours</td><td>Allocated Hours</td></tr><tr><td>300</td><td>72</td><td>228</td><td></td><td>300</td></tr></table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>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</p>	Key Information Set - Module data					Number of credits for this module									30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228		300
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	<p>of this module description:</p> <table><tr><td colspan="2">Total assessment of the module:</td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td colspan="2">Written exam assessment percentage</td><td colspan="2"></td></tr><tr><td colspan="2">Coursework assessment percentage</td><td colspan="2">100%</td></tr><tr><td colspan="2">Practical exam assessment percentage</td><td colspan="2"></td></tr><tr><td colspan="2"></td><td colspan="2">100%</td></tr></table>	Total assessment of the module:								Written exam assessment percentage				Coursework assessment percentage		100%		Practical exam assessment percentage						100%	
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Reading Strategy	<p>Core readings</p> <p>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.</p> <p>Further readings</p> <p>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.</p> <p>Access and skills</p> <p>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.</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. Current advice on additional reading will be available via the module guide or Blackboard pages.</p> <p>Alfaro-LeFevre, R. (2013) <i>Critical Thinking, Clinical Reasoning, and Clinical Judgement</i>. St. Louise: Elsevier.</p> <p>Cottrell, S. (2005) <i>Critical Thinking Skills; developing effective analysis and argument</i>, Basingstoke: Palgrave.</p> <p>Davis, N; Clark, A. C; O'Brien, M; Plaice, C; Sumpton, K; Waugh, S. (2012) <i>Learning Skills for Nursing Students (Transforming Nursing Practice)</i> Exeter: Learning Matters.</p> <p>Hall, C & Ritchie, D (2011) <i>What is Nursing? (Second Edition)</i>. Exeter: Learning</p>																								

	<p>Matters.</p> <p>Taylor, B (2006), <i>Reflective practice: a guide for nurses and midwives</i>. (Second Edition). Berkshire: Open University Press</p> <p>Timmins, F. & Duffy, F. (2011) <i>Writing your Nursing Portfolio: a step-by-step guide</i>. Berkshire: Open University press.</p>
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Part 3: Assessment	
Assessment Strategy	<p>Six formative tasks, reflecting on learning experiences already encountered - discussed within either of the two face-to-face tutorials but requiring no summative assessment. This would also be a further opportunity to review the learning outcomes and ensure that all are evidenced and supported through to the work towards the summative assessment</p> <p>One 3000 word reflective essay and 1000 words on one task summatively assessed. The task is to reflect on what sources of evidence could be utilised to inform the students practice.</p>

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. 4000 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. 4000 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.	