



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Advancing Paramedic Practice				
Module Code	UZYSV4-30-3	Level	3	Version	1
Owning Faculty	Health and Applied Sciences	Field	Allied Health Professions		
Contributes towards	BSc (Hons) Paramedic Science BSc (Hons) Applied Paramedic Science				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Project
Pre-requisites			Co- requisites		
Excluded Combinations			Module Entry requirements		
Valid From	September 2014		Valid to	September 2020	

CAP Approval Date	28/03/2014
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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. Identify and explicitly define a problem arising from their professional practice. (Component A) 2. Use appropriate methods of enquiry to solve problems associated with practice within an unpredictable context. (Component A) 3. Critically evaluate a body of evidence and current issues associated with a specific element of practice. (Component A) 4. Critically analyse ethical and legal issues, considering the diverse world in which we live and work. (Component A) 5. Critically evaluate the findings and their applicability and implications for developing paramedic practice. (Component A) 6. Articulate a coherent argument and an ability to defend that line of reasoning. (Component A)
Syllabus Outline	<p>Identifying, defining and evaluating problems in practice</p> <ul style="list-style-type: none"> • Theoretical frameworks for analysis of professional practice issues, with appreciation of Clinical Governance and continuous quality improvement. • Proposal writing <p>Evidence Based Practice</p> <ul style="list-style-type: none"> • Locating Evidence and developing a literature search strategy <p>Methods of Enquiry</p> <ul style="list-style-type: none"> • Introduction to methodological principles of research • Consideration of ethics and law in research

	<p>Evaluating Evidence</p> <ul style="list-style-type: none"> • Principles and practice of critical appraisal: reliability, validity, credibility • Completing a literature review • Evaluating evidence in practice • Interpretation of findings, analysis of qualitative research, • Interpretation of findings, statistical analysis (including descriptive and inferential statistics)
Contact Hours	<p>There are an indicative 300 learning hours associated with this module, of this, students can expect the equivalent of 72 hours contact time. The focus of the contact time within this module will be around project supervision.</p> <p>Face to face time will include key-note lectures, seminars and small group tutorials. Contact time will also take a virtual rather than face-to-face form, through the use of email, email discussion groups, virtual learning environments (VLEs) and other technology-aided means. It may also take place in a work-based setting.</p>
Teaching and Learning Methods	<p>Scheduled learning: Key note lectures and associated seminars will be formally scheduled; however project supervision and feedback will be delivered in a flexible way, according to the students' needs. Students will also present their project proposals and final projects to the group at key points. This is an opportunity for collaborative learning, peer review and formative assessment.</p> <p>Independent learning: As a project module there is a significant independent learning element to this module. The student is expected to carry out 228 hours of independent learning to achieve the intended learning outcomes. This will include hours engaged with essential reading, project planning and preparation, and report writing.</p> <p>The dissertation is an independent study that allows the student a choice of topic/theme for investigation. It does not normally involve primary data collection. The objective is an in-depth critical exploration of the area for investigation demonstrating theoretical and methodological awareness. Students are encouraged to undertake a literature-based dissertation, although students may wish to complete a documentary analysis. The ultimate goal of the study is the development of a critical practitioner who demonstrates and is able to communicate a sound understanding of the research process.</p> <p>Most of the module time is allocated to the supervisory activity and students have the opportunity of being facilitated on a one-to-one basis. Student and supervisor should agree a learning contract for the duration of the module covering a total of nine hours supervision. This contract should be used to support the supervisor/supervisee relationship and record progress. At the initial meeting 'ground rules' and working practices should be set out and agreed by both parties, responsibilities are outlined below:</p> <p>Responsibilities of Supervisors</p> <ul style="list-style-type: none"> • Supervisors have a responsibility: • for helping students to define and achieve the module's aims and objectives within an agreed framework; • to guide and advise the student; • to ensure the student is familiar with the module handbook; • to ensure the student complies with ethical principles; • to offer criticism in a constructive and supportive manner; • to ensure that the student has access to the appropriate resources. <p>Responsibilities of Students Students should:</p> <ul style="list-style-type: none"> • make and maintain regular contact with your supervisor – s/he will not chase you; • please do not rely upon supervisors being able to make last minute ad hoc appointments – just like you supervisors are busy people, organise

- appointments well in advance;
- please keep scheduled appointments;
- please let your supervisor know as soon as possible if an appointment cannot be kept;
- if you have agreed with your supervisor that s/he will read a section of your work – please send this work to your supervisor several days before a meeting (they need time to read and think about what you're doing);if you are sending your supervisor material to read, please make sure that work is double spaced and proof read (i.e. send work to your supervisor in a form that they can read).
- All interaction and subsequent action planning will be documented appropriately.

Key Information Sets Information

Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, this 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				
<i>Number of credits for this module</i>				
				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	228	0	300

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

Coursework: All the learning outcomes for this module will be assessed through submission of a 6000 word dissertation.

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	100%
Practical exam assessment percentage	0%
	100%

Reading Strategy

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.

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.

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 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. However, as indicated above, <i>current</i> advice on readings will be available via the module guide
Indicative Reading List	<ul style="list-style-type: none"> • Aveyard, H. (2014) <i>Doing a Literature Review in Health and Social Care: A Practical Guide</i>. Maidenhead: Open University Press • Bowling, A. (2013) <i>Research Methods in Health: Investigating Health and Health Services</i> 3rd ed. Maidenhead: Open University Press • Goldacre, B. (2009) <i>Bad Science</i>. London: Harper Collins • Greenhalgh, T. (2009) <i>How to Read a Paper: The Basics of Evidence-Based Medicine</i>. 4th ed. London: Wiley-Blackwell • Griffiths, P. and Mooney, G.P. (2012) <i>The Paramedics Guide to Research</i>. Maidenhead: Open University Press • Moule, P. and Hek, J. (2011) <i>Making Sense of Research: An Introduction for Health and Social Care Practitioners</i>. London: Sage

Part 3: Assessment	
Assessment Strategy	<ul style="list-style-type: none"> • All the learning outcomes for this module will be assessed through submission of a 6000 word dissertation. • Formative assessment will be facilitated through allocation of a dissertation supervisor and provision of feedback in a timely fashion. • Students will present their project proposals and final projects to the group at key points within the course. This is a key opportunity for collaborative learning, peer review and formative assessment. • The assessment criteria used will be in line with Level 3 SEEC marking guidelines.

Identify final assessment component and element			
% 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. A 6000 word dissertation		100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element		Element weighting (as % of component)
1. A 6000 word dissertation		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.		