



## MODULE SPECIFICATION

Part 1: Information			
Module Title	Accelerating Learning for Professionals		
Module Code	UZTR1D-20-2	Level	Level 5
For implementation from	2020-21		
UWE Credit Rating	20	ECTS Credit Rating	10
Faculty	Faculty of Health & Applied Sciences	Field	Continuing Care Adult Nursing
Department	HAS Dept of Nursing & Midwifery		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p><b>Educational Aims:</b> This module will introduce you to academic study and help you develop the skills required to support your learning and academic writing.</p> <p><b>Outline Syllabus:</b> You will cover:</p> <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</p> <p>Self-Management of independent study</p> <p>Problem solving</p> <p>Negotiation skills</p> <p>Using evidence to underpin professional practice</p>

## STUDENT AND ACADEMIC SERVICES

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

Information management

Structure of literature

Types of information, for example, 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

**Teaching and Learning Methods:** This module will be delivered via a blended learning method comprising of directed study activities, pre-recorded sessions, live lectures and individual tutorials.

### Part 3: Assessment

The formative task is a presentation that requires students to identify an area of practice in which they have a particular interest. This provides the student with an opportunity to demonstrate how they have developed the skills of knowledge identification, and appraisal of evidence. Feedback will be given to support the development of the summative assessment.

Summative assessment

One 3000 word assignment. The assignment should demonstrate how a variety of sources of evidence have been utilised to inform the students writing on practice.

First Sit Components	Final Assessment	Element weighting	Description
Written Assignment - Component A	✓	100 %	3000 word assignment
Resit Components	Final Assessment	Element weighting	Description
Written Assignment - Component A	✓	100 %	3000 word assignment

### Part 4: Teaching and Learning Methods

Learning Outcomes On successful completion of this module students will achieve the following learning outcomes:

Module Learning Outcomes	Reference
Develop an ability to critically analyse evidence from a range of sources and demonstrate application to professional practice	MO1
Understand and establish how reflection is integral to learning in both theory and practice	MO2
Evidence familiarity with and ability to utilise current technology to support learning	MO3

## STUDENT AND ACADEMIC SERVICES

Contact Hours	<b>Independent Study Hours:</b>	
	Independent study/self-guided study	152
	<b>Total Independent Study Hours:</b>	152
	<b>Scheduled Learning and Teaching Hours:</b>	
	Face-to-face learning	48
	<b>Total Scheduled Learning and Teaching Hours:</b>	48
	<b>Hours to be allocated</b>	200
	<b>Allocated Hours</b>	200
Reading List	<p>The reading list for this module can be accessed via the following link:</p> <p><a href="https://uwe.rl.talis.com/modules/uztr1d-20-2.html">https://uwe.rl.talis.com/modules/uztr1d-20-2.html</a></p>	

### Part 5: Contributes Towards

This module contributes towards the following programmes of study: