MODULE SPECIFICATION

Part 1: Basic Data							
Module Title	Accelerating Learning for Professionals						
Module Code	UZTR1D-20-2		Level	2	Version		1
UWE Credit Rating	20	ECTS Credit Rating	10		WBL module?	No	
Owning Faculty	Health and Applied Sciences		Field		Continuing Care Adult Nursing		
Department	Nursing and Midwifery		Module Type		Project		
Contributes towards	BSc(Hons) Professional Development BSc (Hons) Specialist Practice BSc (Hons) Professional Studies BSc(Hons) Specialist Community Public Health						
Pre-requisites	None		Co- requisites		None		
Excluded Combinations	None		Module Entry requirements		Professional Registered Practitioners		
First CAP Approval Date	2nd June 2015		Valid from		*September 2015*		
Revision CAP Approval Date			Valid from				

Review Date	

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 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	**Tools and frameworks for learning** Assessment and evaluation of learning styles Application of self-assessment of learning approaches, preferences and developmental needs. Development of professional practice Application of learning contracts

	Concepts of lifelong learning Frameworks for reflection Self-Management of independent study Problem solving Negotiation skills **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 **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
Contact Hours	A total of 48 hours in the form of seminars, lectures and online activities- face to face contact hours
Teaching and Learning Methods	The key to this module is a blended approach to learning. The majority of the module will be delivered online with online learning activities and access to electronic resources. Face to face teaching will be in the form of seminars, master classes, practical workshops, case based discussions and simulation activities.
Reading Strategy	**Core readings** It is essential that students read one of the many texts on emergency care available through the Library. Module guides will also reflect the range of reading to be carried out. The core readings for the writing for publication workshop will be provided in the seminar as well as examples of previous students published work from the module. **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, *current* advice on readings will be available via the module guide.
Indicative Reading List	**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.

Alfaro-LeFevre, R. (2013) *Critical Thinking, Clinical Reasoning, and Clinical Judgement.* St. Louise: Elsevier.

Cottrell, S. (2005) *Critical Thinking Skills; developing effective analysis and argument,* Basingstoke: Palgrave.

Davis, N; Clark, A. C; O'Brien, M; Plaice, C; Sumpton, K; Waugh, S. (2012) *Learning Skills for Nursing Students (Transforming Nursing Practice) Exeter: Learning Matters.*

Hall, C & Ritchie, D (2011) *What is Nursing?* (Second Edition). Exeter: Learning |
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Part 3: Assessment	
Assessment Strategy	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

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. |

Identify final assessment component and element			
		A:	**B**:
% weighting between components A and B (Standard modules only)		**100**	

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1. 4000 word assignment	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1. 4000 word assignment	100%
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	