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Status: Proposal

Title of Module: Foundations in Evidence Based Practice			
Code:HLTH07003	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	TBC		

Summary of Module
Evidence based practice is key to the provision of high-quality, person centred health and social care services that meet the needs of people who use such services (Scottish Government, 2017). This module introduces students to the concept of evidence based practice before going onto explore different types of evidence and its role in underpinning health and social care practice. The module will also introduce students to the research process and the importance of being able to read research articles using a simple quality and usefulness framework. The module is suitable for those currently working in or planning to work in health and social care and aims to promote global citizenship and graduateness for all students regardless of geography. The acquisition of UWS graduate attributes (Universal, Work-ready and Successful) is central to the module content. Specifically, this module creates graduates that are: creative and imaginative critical thinkers, analytical problem solvers, research minded and digitally literate.

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
			✓		

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.
Blended
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations
Fully Online
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.
HybridC
Online with mandatory face-to-face learning on Campus
HybridO
Online with optional face-to-face learning on Campus
Work-based Learning
Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓				✓		

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	✓	Term 2		Term 3	

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:
L1. Review the term evidence-based practice and outline its importance for health and social care delivery.
L2. Outline different types of evidence and research approaches and summarise their in evidence-based practice.
L3. Present accurate information on the quality and usefulness of research.

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (Kand U)	SCQF Level 7. Recognising the key elements of evidence-based practice; Knowledge of the types of evidence and research that can be used to underpin health and social care delivery.
Practice: Applied Knowledge and Understanding	SCQF Level 7. Applying knowledge of types of evidence and research to health and social care; Applying an understanding of the importance of good quality evidence when developing evidence-base practice.

Generic Cognitive skills	SCQF Level 7. Developing skills to understand individual pieces of research evidence; Identifying how to evaluate research for quality and usefulness.
Communication, ICT and Numeracy Skills	SCQF Level 7. Understanding of how to find evidence from relevant sources; Identifying and presenting the findings of a research study.
Autonomy, Accountability and Working with others	SCQF Level 7. Working with others in a way that recognises the contribution of evidence-based practice in health and social care; Being accountable for the quality of one's own written work and how this is applied to ones's own role in health and social care.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

Learning and Teaching

Hybrid Delivery will be used for this module. In a hybrid delivery model students will be exposed to a range of synchronous and asynchronous group and personal activities online or in the classroom. This will be supplemented with a series of online learning units that present students with the core learning content for the module.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	20
Tutorial/Synchronous Support Activity	10
Asynchronous Class Activity	6
Independent Study	158
Personal Development Plan	6
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Aveyard, H. and Sharp, P. (2017) A Beginner's Guide to Evidence Based Practice [Electronic book].   Maidenhead: Open   University   Press.

Jolley, J. (2020) Introducing Research and Evidence-based Practice for Nursing and Healthcare Professionals (3rd Ed) [Electronic book]. Abingdon: Routledge.

In addition to these texts students will be directed to a range of international, national and local information to support the module content and learning outcomes.

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure
Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:

There are no Professional, Statutory or Regulatory Body requirements in terms of engagement for this module

Supplemental Information

Programme Board	Biological Sciences and Health
Assessment Results (Pass/Fail)	No
Subject Panel	Health L7-11
Moderator	TBC
External Examiner	TBC
Accreditation Details	
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)
Summative Assessment (overall 2000 words): Two Components Component 1 PowerPoint Presentation (40% of the module total - 800 words equivalent)

Component 2
Written appraisal
(60% of module total - 1200 words)

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1					
Assessment Type (Footnote 8.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Presentation	✓			40	0
Component 2					
Assessment Type (Footnote 8.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Review/ Article/ Critique/ Paper		✓	✓	60	0
Combined Total For All Components				100%	0 hours

Footnotes
A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):
1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note). This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.
Equality and Diversity

Equality and diversity is at the heart of the module - recognising that this is key to the student experience within the module. Through the hybrid approach taken the module is inclusive and supports the belief of fairness and equal opportunities across the teaching and learning, assessment, and evaluation processes within the module. This is further supported by any anticipatory adjustments and additional flexibility that is required to ensure accessibility of the module. All students are encouraged to disclose disability and any specific individual needs is given consideration by the module team. To ensure the module is responsive to the demand for equality and diversity UWS Equality and Diversity Policy is a key driver in the ethos of teaching and learning processes within the module

UWS Equality and Diversity Policy

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)