

Module specification

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Module Code	AHP501
Module Title	Evidence in Practice
Level	5
Credit value	20
Faculty	FSLS
HECoS Code	100246
Cost Code	GATY, GAPT, AOD, APA

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BSc (Hons) Occupational Therapy	Core
BSc (Hons) Physiotherapy	Core
BSc (Hons) Operating Department Practice	Core
BSc (Hons) Paramedic Science	Core

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	30 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	30 hrs
Placement / work based learning	0 hrs
Guided independent study	170 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	August 2022
With effect from date	September 2022
Date and details of revision	October 2023 – updated Reading List
Version number	2

Module aims

To develop students' ability to use a full range of resources available (including literature, journal articles, electronic and web based, virtual learning environment) to allow completion of both academic and professional studies.

To enable students to build skills in independent learning and research informed academic writing within health and social care inter-professional practice.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Demonstrate an ability to critically appraise, analyse and justify relevant sources of evidence and methodologies within contemporary practice
2	Demonstrate the principles of logical enquiry within the research process
3	Identify a variety of relevant methods of data collection in all contexts where data, written or numerical require consideration
4	Evaluate the importance of safe, ethical, person-centred practice in research and audit

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

The student will generate and justify a 3000 word research study proposal (empirical or literature based) that is relevant and achievable within the available time and resource.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,3,4	Written Assignment	100%

Derogations

For BSc (Hons) Occupational Therapy, Paramedic Science and Operating Department Practice students:

All assessments must be successfully completed and a minimum pass mark of 40% must be achieved in all modules, therefore condonement is not permitted.

Students are permitted a third attempt at non placement modules but students who submit an assessment for the third time (in absence of extenuating circumstances) must engage fully with the module learning again in order to submit.

For BSc (Hons) Physiotherapy students:

Students are permitted a maximum of two attempts in any module assessment. A minimum pass mark of 40% must be achieved in all modules, therefore condonement is not permitted.

Learning and Teaching Strategies

This module combines a range of learning methods to enable the student to achieve the learning outcomes.

Other methods utilised will include the following:

- Experiential learning
- Keynote lectures
- Tutorials
- Peer led presentations
- Discussion groups
- Journal clubs
- Research conference

Learning will take place alongside other allied health professionals. Module content will include pre-recorded asynchronous online work that will inform synchronous 'workshop' sessions. This will allow students time to reflect on and further develop their knowledge ahead of consolidating their learning through group discussion and discovery with their inter-professional peers.

Patient advisory groups will be available for collaborative research design and development. All learning and teaching is supported by the University's virtual learning environment Moodle and students will be able to access clear and timely information to support delivery of content such as videos, links to intranet information, open forums and pre-recorded lectures.

The University's active learning framework (ALF) is embedded within the module to achieve optimal accessibility, inclusivity and flexibility in terms of how we teach, learn and assess in line with the principles of Universal Design for Learning (UDL).

A learning blend is used that combines synchronous and asynchronous digitally-enabled learning with best use of on-campus spaces and facilities.

Indicative Syllabus Outline

The focus of this module will be to enable students to systematically search databases for relevant literature, in order to design a research project. Students will explore the value of service user involvement in the research process and develop an appreciation of the impact of socio-economic and political influences on research practice.

Both systematic review and empirical study proposal planning will allow the selection of specific papers, narrowing searches appropriately to enable access to a focussed range of literature which will underpin the introduction and background for their proposals. This will build on the basic search and critique skills developed during Foundations in Research and throughout Level 4.

Sessions will explore ways of developing the inclusion and exclusion criteria for focussing searches and involve practise in refining this skill. Students will locate articles/other literature and explore the relevance with peers within journal clubs. Practice based scenarios will be used to facilitate learning and students will be encouraged to investigate the data available in recent peer reviewed high impact journals and should begin to discuss the relevance and limitations of each.

To assist in the design of a project, students will be introduced to a variety of methodologies relating to evidence-based practice. Practical application of data collection tools and interpretation and application of data analysis will also be explored further. Discussion and debate will encourage students to justify their application and culminate in the design of a project in the form of a relevant contemporary proposal.

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Aveyard, H. (2023) *Doing a Literature Review in Health and Social Care*. 5th ed. Maidenhead: Open University Press.

Denscombe, M. (2021) *The Good Research Guide*, 7th ed. Maidenhead: Open University Press.

Other indicative reading

Aveyard, H. and Sharp, P (2023) *A Beginners Guide to Evidence Based Practice in Health and Social Care* (3rd ed). London: Open University Press

Braun, V. and Clarke ,V. (2021) *Thematic analysis: A practical guide*. London, SAGE Publications.

Creswell, J. and Creswell, J. (2018) *Research Design. Qualitative, Quantitative and Mixed Methods Approaches*. (5th ed) London: Sage Publications.

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes

Engaged
Creative
Ethical

Key Attitudes

Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets

Digital Fluency
Organisation
Leadership and Team working
Critical Thinking
Emotional Intelligence
Communication