

Module specification

When printed this becomes an uncontrolled document. Please access the **Module Directory** for the most up to date version by clicking on the following link: [Module directory](#)

Module Code	NHS7F2
Module Title	The Enquiring Mind
Level	7
Credit value	10
Faculty	FSLS
HECoS Code	100281
Cost Code	GANG

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Post Graduate Diploma in Community Specialist Practice (District Nursing)	Core
MSc Community Specialist Practice	Core
Standalone module aligned with MSc Community Specialist Practice for QA purpose	Standalone

Pre-requisites

All students must be NMC registered nurses (level 1) with relevant professional registration, capable of safe and effective practice at the level of proficiency appropriate to the NMC approved Community Nursing Specialist Practice Qualification (SPQ) programme.

Breakdown of module hours

Learning and teaching hours	20 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	20 hrs
Placement / work based learning	0 hrs
Guided independent study	80 hrs
Module duration (total hours)	100 hrs

For office use only	
Initial approval date	07/11/2024
With effect from date	06/01/2025
Date and details of revision	
Version number	1

Module aims

This module will enable students to build skills in independent thinking and research informed professional practice. This module aims to encourage critical thinking, stimulating the development of research-based practice and a questioning mindset within the context of district nursing. The module will enable students to apply numeracy, literacy, digital and technological skills in the analysis and presentation of data.

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

1	Justify the critical exploration of an issue in practice, drawing on relevant evidence and local policies (SPQ proficiencies 1.12, 6.5, 7.1, 7.3).
2	Critically appraise the fundamental principles, methodology and quality of the research process to identify and generate evidence for practice (SPQ proficiencies 6.7, 7.6).
3	Synthesize the findings to generate questions and make recommendations for further research and/or service improvement projects (SPQ proficiencies 6.9, 6.10, 7.9).

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.

Formative assessment: Group work.

Students will work together in groups to critique a given research paper on a topical issue and assess its credibility and relevance to practice using a critical appraisal tool.

Summative Assessment: Assignment.

A 2000-word literature review focused on a current topical issue in community practice. The student will gather and analyse relevant current contemporary evidence to develop a persuasive exploration of the issue.

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

Derogations

The student must pass all assessment elements in order to pass the module. No compensation is allowed.



Additional Requirements

All students must abide by “The Code” (NMC, 2018) including patient safety, client confidentiality and public trust. If any part of the code is breached, students will receive a referral in that assessment element.

Any work submitted which indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will result in overall refer/defer of the module. In some circumstances, this may also result in the employer being informed which may trigger additional disciplinary processes.

Learning and Teaching Strategies

This module will be delivered via a ‘blended learning’ approach. Directed study tasks, which may include activities such as recorded lectures, discussion forums, quizzes, case studies, group tasks, key readings, reflective activities or other appropriate learning activity, will be made available on the Virtual Learning Environment on a weekly basis. The Flipped classroom approach will be utilised as far as possible to maximise the learning opportunities during synchronous sessions. Timetabled ‘live’ seminars/ sessions may be held (either in a physical classroom or via an online platform), in order to facilitate discussion and debate and support students to progress with their learning. These will be recorded when appropriate and made available on the VLE, encouraging deep learning by enabling content to be revisited and reflected on at a time suitable for the student.

Indicative Syllabus Outline

- Literacy, numeracy, digital and technical skills.
- Database searching
- Critical appraisal of research findings and local data.
- Address research questions and stimulate critical thinking.
- Generate evidence for service improvement.
- Research design and methodology.
- Reviewing literature.
- Apply appropriate methods and tools for critiquing research.
- Writing for publication.

Indicative Bibliography:

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

Essential Reads

Linsley, P. and Kane, R. (2022), *Evidence-based Practice for Nurses and Allied Health Professionals*. 5th ed. London: SAGE.

Other indicative reading

Denscombe, M. (2021), *The Good Research Guide: research methods for small scale social research projects*. 7th ed. Maidenhead: Open University Press.

Ellis, P. (2023), *Evidence-based Practice in Nursing*. 5th ed. London: SAGE.

