UNIVERSITY OF KENT

Module Specification

1. The title of the module: Evidence Based Practice

2. The Department which will be responsible for management of the module: Centre for Sports Studies

3. The Start Date of the Module: January 2010

4. The cohort of students (onwards) to which the module will be applicable: January 2010 entrants onwards

5. The number of students expected to take the module: 30 – 80

6. Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Departments and Faculties regarding the withdrawal: None

7. The level of the module: M (Level 7)

8. The number of credits which the module represents: 20 Credits

9. Which term(s) the module is to be taught in (or other teaching pattern): Autumn and/or Spring and/or Summer

10. Prerequisite and co-requisite modules: None

11. The programmes of study to which the module contributes:
    - PG Certificate in Strategic Leadership and Medical Education
    - PG Diploma in Strategic Leadership and Medical Education
    - MSc in Strategic Leadership and Medical Education
12. The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes.

12.1 Critically analyse the role of evidence based practice in the wider organisational context and the constraints to professional practice.
12.2 Critically evaluate the literature using recognised appraisal tools to assess validity and relevance.
12.3 Demonstrate an in depth understanding of the process of data management and be able to apply this knowledge in terms of the critical evaluation of data quality, integrity and bias.
12.4 Critically evaluate and communicate selected statistical principles, methods and applications.
12.5 Critically reflect on the process of effective integration of individual professional expertise with reference to improved participation within professional practice.

These outcomes contribute to the following specific programme learning outcomes listed in section 12 of the PG Certificate, PG Diploma and MSc in Strategic Leadership and Medical Education programme:

Knowledge & Understanding A1, A2, A3, A4 & A5.
Intellectual Skills B1, B2, B3, B4 & B5.
Subject Specific Skills C6 & C7.

13. The intended generic learning outcomes and, as appropriate their relationship to programme learning outcomes

13.1 Interpersonal skills - Show evidence of critical self-reflection and the ability to enhance professional competence on the basis of feedback from self and others.
13.2 Communication skills - Communicate with clarity in both the academic and professional setting to a range of audiences and using a variety of approaches.
13.3 Ability to plan and manage learning - Show a capacity for autonomous learning and the ability to access academic and professional resources as appropriate.
13.4 Information Technology - Show ability to effectively manage and present complex information using a comprehensive range of learning resources and demonstrate competence in the use of a range of information technologies.

These outcomes contribute to the programme learning outcomes Transferable Skills D3, D4, D5, D6, D7, D8, D9 and D10 as listed in the PG Certificate, PG Diploma & MSc in Strategic Leadership & Medical Education programme specification.
14. **A Synopsis of the curriculum**

This module will focus on promoting the skills of health and social care professionals to become more effective users of research findings with a view to the enhancement of quality patient care and how to audit their clinical practice.

Content will focus on the role of Evidence Based Practice and clinical governance initiatives.

Further sessions will concentrate on the process of forming a focused question, designing a search strategy using relevant databases and gaining experience in the use of the tools and techniques available to undertake an efficient search of the literature and undertake an audit of clinical practice. Other topics covered will include developing skills to evaluate the quality and integrity of data and assess the appropriateness, and thus validity, of a range of statistical analyses. In addition to case study work a working clinical database will be used to enable participants to apply evaluative skills to

Subject specialists will use contemporary and traditional modes of course material. This module aims to provide the practitioner with a comprehensive understanding of theory and practice within evidence based practice. By developing knowledge, skills and critical understanding of key issues such as:

In order to support and organise such reflection, a portfolio will be used as the vehicle for structured and systematic reflection on the material encountered within the module. This encourages the analysis of learning experiences and the outcomes of professional assessment. On completion of the module the students will submit their portfolio of evidence, which will then be assessed according to the learning outcomes of the module; the compilation of which provides a focus point for all previously assessed professional practice and continuous personal and professional development activities.

15. **Indicative Reading List**

Evans D & Haines A. 2000. *Implementing Evidence Based Changes in Healthcare.* Radcliffe Medical Press,


16. **Learning and Teaching Methods**, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes.

The total number of hours of study required will be 200 hours. The module will be delivered by blended learning methods including: contact teaching/lectures (25 hours), a guided study package (20 hours), personal self study and portfolio construction (60 hours). The remaining learning will be achieved through peer support groups (20 hours), work based learning (50) and personal reflection supported by tutor/module convenor (25).

This combination of learning and teaching methods will cover learning outcomes 12.1, 12.2, 12.3, 12.4, 12.5, 13.1, 13.2, 13.3 and 13.4.
17. Assessment methods and how these relate to testing achievement of the intended learning outcomes.

The assessment comprises of a portfolio on the development of practice to include and eight point audit of activities within the workplace to demonstrate the full cycle of audit and its impact. The assessment will be congruent with the evidence provided to meet the course learning outcomes in line with University of Kent QA procedures. The portfolio aims to provide a vehicle for structured and systematic reflection on the relationship between professional practice and theory; to demonstrate competence and advanced level critical thinking in the light of the subject material (evidence based practice) and the learning encountered on the course. This single assessment accounts for 100% of the available marks. The portfolio tests the achievement of the learning outcomes 12.1, 12.2, 12.3, 12.4, 12.5, 13.1, 13.2, 13.3, and 13.4.

This assessment also supports the process of trainer selection / re-accreditation in Kent Surrey and Sussex (KSS) GP Deanery by completion of the relevant sections of the KSS Self Assessment Questionnaire.

18. Implications for learning resources, including staff, library, IT and space

The module input will be delivered by General Practitioner (GP) specialists sourced and approved by the Kent, Sussex, Surrey Deanery and appointed as Honorary Lecturers by the University of Kent Centre For Sports Studies. It is envisaged that learning and teaching will take place within approved external facilities.

19. A statement confirming that, as far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities

Kent, Sussex, Surrey Deanery and the Centre for Sports Studies recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis in consultation with the University’s disability/dyslexia support service, and specialist support will be provided where needed.

20. Kent, Sussex, Surrey Deanery (Validated Institution)

21. Centre for Sports Studies within the Faculty of Social Sciences.
Statement by the Centre Director of Graduate Studies: "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

...........................................................

Centre Director of Graduate Studies
Date February 2\textsuperscript{nd} 2011

Print Name: Dr Sakis Pappous ..............................

Statement by the Head of Centre: "I confirm that the Centre has approved the introduction of the module and, where the module is proposed by Centre staff, will be responsible for its resourcing"

...........................................................

Head of Centre.
Date February 2\textsuperscript{nd} 2011

Print Name: Prof Louis Passfield .......................