1. **Title of the module**
   Evidence Informed Practice (WL907)

2. **School or partner institution which will be responsible for management of the module**
   Health Education Kent, Surrey and Sussex

3. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**
   Level 7

4. **The number of credits and the ECTS value which the module represents**
   20 Credits (10 ECTS)

5. **Which term(s) the module is to be taught in (or other teaching pattern)**
   Autumn or Spring or Summer

6. **Prerequisite and co-requisite modules**
   None

7. **The programmes of study to which the module contributes**
   PG Cert in Strategic Leadership and Multi-professional Education in Healthcare

8. **The intended subject specific learning outcomes. On successfully completing the module students will be able to:**
   8.1. Critically analyse the role of evidence based practice in the wider organisational context and the constraints to professional practice.
   8.2. Critically evaluate the literature using recognised appraisal tools to assess validity and relevance of data.
   8.3. Critically reflect on the process of effective integration of individual professional expertise and the use of evidence within professional practice.
   8.4. Critically reflect on the process of discussing risk with individuals in healthcare settings.

9. **The intended generic learning outcomes. On successfully completing the module students will be able to:**
   9.1. Show evidence of critical self-reflection and the ability to enhance professional competence on the basis of feedback from self and others.
   9.2. Communicate with clarity in both the academic and professional setting to a range of audiences and using a variety of approaches.
   9.3. Show a capacity for autonomous learning and the ability to access academic and professional resources as appropriate.
   9.4. 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.

10. **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 informed practice and clinical governance initiatives in informing professional practice. Sessions will concentrate on developing skills to evaluate the quality and integrity of data and assess the appropriateness, and thus the generalisability and validity of data, the process of discussing risk with individuals in relation to their clinical management in light
of evidence of best practice and how evidence is incorporated into clinical activity with consideration of the barriers to implementation and adoption of evidence.

This module aims to provide the practitioner with a comprehensive understanding of theory and practice within evidence based practice including the knowledge and skills to undertake critical appraisal.

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.

11. Reading List (Indicative list, current at time of publication. Reading lists will be published annually). Indicative Reading List:


12. Learning and Teaching methods:
The module will be delivered by blended learning methods. All students on this programme will be situated in the workplace and attending part-time. Teaching methods are designed to support
suitable modes of learning with emphasis on the application of theory to professional practice. To facilitate this, active participation from the students will be encouraged throughout the module. Methods employed to develop knowledge and understanding during the taught sessions may include: tutor facilitated learning sets including discussion, case studies and audit activity. This will be followed by experiential, work related activity and application.

The total number of hours of study required will be 200 hours. The module will be delivered by blended learning methods including: a guided study package (approximately 20 hours), day or half-day lectures and workshops (approximately 25 hours), peer-support groups (approximately 20 hours), work-based learning (approximately 50 hours), reflective practice tutorials (approximately 25 hours), plus time spend on the assessment (approximately 60 hours).

13. Assessment methods:
The assessment is 100% course work. The assessment comprises of a portfolio of 3000 words (-/+10%) or equivalent on the development of practice, which is congruent with the evidence provided to meet the module learning outcomes.

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. Portfolio will focus on the development of practice to include an eight point audit of activities within the workplace to demonstrate the full cycle of audit and its impact. The portfolio may also include other specific material suitable to evidence and support the student’s achievement of the module learning outcomes and application to become a supervisor in HEKSS.

The adoption of a portfolio assessment methodology supports both the specific and generic intended learning outcomes reflecting the personalised and individual experiences of the educator. As such the content will be negotiated with support of the module tutor but will typically include:

- Reflection on use of evidence based practice in the management of patients
- Reflection on clinical governance and other quality frameworks used in practice

Reflection on teaching evidence based practice

This assessment also supports the process of trainer approval / re-approval in Health Education Kent Surrey and Sussex (HEKSS) formerly (KSSGP Deanery) by completion of the relevant sections of the trainer approval documentation and portfolio.
14. Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section 12) and methods of Assessment (section 13)

<table>
<thead>
<tr>
<th>Module learning outcome</th>
<th>Learning/ teaching method</th>
<th>Hours allocated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Guided Study Package</td>
<td>20 X X X X X X X</td>
</tr>
<tr>
<td></td>
<td>Lecturers and Seminars</td>
<td>25 X X X X X X X</td>
</tr>
<tr>
<td></td>
<td>Peer Support Groups</td>
<td>20 X X X X X X X</td>
</tr>
<tr>
<td></td>
<td>Reflective Practice Tutorials</td>
<td>25 X X X X X X X</td>
</tr>
<tr>
<td></td>
<td>Work-based Learning</td>
<td>50 X X X X X X X</td>
</tr>
<tr>
<td></td>
<td>Assessment method</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Portfolio</td>
<td>60 X X X X X X X</td>
</tr>
</tbody>
</table>

15. The School/Collaborative Partner (delete as applicable) 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/Collaborative Partner’s (delete as applicable) disability/dyslexia student support service, and specialist support will be provided where needed.

16. Campus(es) or Centre(s) where module will be delivered: Health Education Kent, Surrey and Sussex

If the module is part of a programme in a Partner College or Validated Institution, please complete sections 17 and 18. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.

17. Partner College/Validated Institution: Health Education Kent Surrey and Sussex

18. University School responsible for the programme: Centre for Professional Practice

FACULTIES SUPPORT OFFICE USE ONLY
Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.
<table>
<thead>
<tr>
<th>Date approved</th>
<th>Major/minor revision</th>
<th>Start date of the delivery of revised version</th>
<th>Section revised</th>
<th>Impacts PLOs (Q&amp;7 cover sheet)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>