

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 (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.

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

Ahmed, H., Naik, G., & Edwards, A. (2012) Communicating Risk. *BMJ*:344: e3996.

Greenhalgh, T. (2010). *How to read a paper: The Basics of Evidence Based Medicine*. 4th ed. BMJ Publ.

on professional practice and health care outcomes. *The Cochrane Library*, Issue 3.

NICE. (2007). *How to Change Practice*. London: NICE. Available at: <https://www.nice.org.uk/Media/Default/About/what-we-do/Into-practice/Support-for-service-improvement-and-audit/How-to-change-practice-barriers-to-change.pdf>

Sackett, D.L., Straus, S., Richardson, S., Rosenberg, W., Haynes, R., Haynes, W. (2000). *Evidence-based Medicine: How to practice and teach Evidence Based Medicine*. 2nd ed. London: Churchill Livingstone.

Straus, S. Glasziou P. Richardson, W. Haynes, R. (2010) *Evidence-Based Medicine: How To Practice And Teach It*. 4th Revised Ed. Edinburgh: Churchill Livingstone.

**12. Learning and teaching methods**

Total contact hours: 70  
Private study hours: 130  
Total study hours: 200

**13. Assessment methods**

**13.1 Main assessment methods**

Written Assignment	3000 words	100%
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**13.2 Reassessment methods Like for Like**

**14. Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

## MODULE SPECIFICATION

Module learning outcome	8.1	8.2	8.3	8.4	9.1	9.2	9.3	9.4
<b>Learning/ teaching method</b>								
<b>Private Study</b>								
<i>Guided Study Package</i>	X	X	X	X	X	X	X	X
<i>Lecturers and Seminars</i>	X	X	X	X	X	X	X	X
<i>Peer Support Groups</i>	X	X	X	X	X	X	X	X
<i>Reflective Practice Tutorials</i>	X	X	X	X	X	X	X	X
<i>Work-based Learning</i>	X	X	X	X	X	X	X	X
<b>Assessment method</b>								
<i>Portfolio</i>	X	X	X	X	X	X	X	X

### 15. Inclusive module design

The Collaborative Partner recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

- a) Accessible resources and curriculum
- b) Learning, teaching and assessment methods

### 16. Campus(es) or centre(s) where module will be delivered

Health Education Kent, Surrey and Sussex

### 17. Internationalisation

The module draws on the tutor expertise covering both transdisciplinary and international context and backgrounds. The module is supported by CPP which is located within Social Science and therefore will be able to draw on the expertise of an international Faculty, should that be required. The methods and techniques that are being delivered reflect developments in an evidence-based subject area drawn from international sources. Grasping the subject specific learning outcomes will furnish students with the ability to operate and apply the principles of research skills within a professional and workplace setting and, should it be necessary to do so, in a broader worldwide setting.

**If the module is part of a programme in a Partner College or Validated Institution, please complete sections 18 and 19. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.**

# MODULE SPECIFICATION



18. **Partner College/Validated Institution**

Health Education Kent, Surrey and Sussex

19. **University School responsible for the programme**

Centre for Professional Practice

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

Date approved	Major/minor revision	Start date of the delivery of revised version	Section revised	Impacts PLOs (Q6&7 cover sheet)