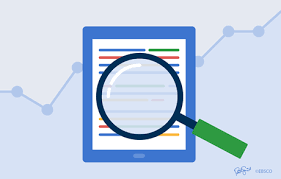


FdA Health & Social Care

HSC4103

USING EVIDENCE

**[](https://www.google.co.uk/imgres?imgurl=https%3A%2F%2Fwww.ebsco.com%2Ffiles%2Fpost%2Fassets%2FeBooks-Evidence-Based-Usage-MOBILE-Blog-Image.png&imgrefurl=https%3A%2F%2Fwww.ebsco.com%2Fblog%2Farticle%2Fusing-evidence-based-usage-trends-to-maximize-remaining-budgets&docid=i_xcOFLkfYf5pM&tbnid=N20jPfZdqkVJSM%3A&vet=10ahUKEwi-4b6H3JHkAhUCfxoKHWfDCcoQMwhPKAswCw..i&w=460&h=294&bih=963&biw=1920&q=Using%20evidence&ved=0ahUKEwi-4b6H3JHkAhUCfxoKHWfDCcoQMwhPKAswCw&iact=mrc&uact=8)**

**Assistant Practitioners**

**MODULE GUIDE**

2019/2020

Trimester 1

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**Level HE4**

Contents

[1. Module Overview 2](#_Toc11168302)

[2. Learning and Teaching Strategy 2](#_Toc11168303)

[3. Graduate Attributes 2](#_Toc11168304)

[4. Module Communications 3](#_Toc11168305)

[5. Module Description 3](#_Toc11168306)

[6. Learning Outcomes and Assessments 3](#_Toc11168307)

[7. Assessment Deadlines 3](#_Toc11168308)

[8. Assessment Feedback 4](#_Toc11168309)

[9. Module Calendar 4](#_Toc11168310)

[10. Formative Assessment 4](#_Toc11168311)

[11. Indicative Reading 5](#_Toc11168312)

[12. Guidelines for the Preparation and Submission of Written Assessments 6](#_Toc11168313)

[13. Procedures for Examinations 7](#_Toc11168314)

[14. Academic Misconduct 8](#_Toc11168315)

[15. Assessments 9](#_Toc11168316)

[16. General Assessment Criteria for Written Assessments 11](#_Toc11168317)

# Module Overview

|  |  |
| --- | --- |
| **Module Tutor** | **Angela Woods** |
| **Tel. no.** | **01204 903792** |
| **Email** | **a.woods@bolton.ac.uk** |
| **Office Location** | **T3-36** |
| **Drop-in Availability** | **Wednesday 9am-4pm** |
| **Weblink to Moodle Class** | **https://moodle.bolton.ac.uk/course/view.php?id=11694** |
| **Weblink to Module Specification** | **https://modules.bolton.ac.uk/HSC4103** |

# Learning and Teaching Strategy

Learning is centered on the workplace environment with an emphasis on learning at work and learning through work. Theory will be delivered on a dedicated study day per week. A combination of lectures, group based activities will be used; there will also be some practical and skills sessions, for example, related development of Information technology skills. The theory–practice link is of great importance and will be made through the promotion of reflection on practice and drawing from practice experiences throughout the module. You will have one to one support from both tutors and Work-Based Education Facilitators who will work alongside you in both the work-place and the University. Distance and online resources will also be used to complement the learning process.

Bolton Values and Employability Skills will be included in this module; they are based on the development of employability skills, with particular emphasis on the following: (D= Developed, T= Taught, A = Assessed) PDP; T,A,D Communication Skills; T,A,D Team Working; D Organisation & Planning; D Numeracy; D Flexibility and Adaptability; T,A,D Initiative; T,D Internationalisation; D. Bolton values: Taught (T), Developed (D) and Assessed (A).

Taught (T), Developed (D) and Assessed (A).

# Graduate Attributes

Graduate attributes are the personal qualities and skills which the University of Bolton community values, and which a student is expected develop during their time at the University. Graduate attributes act as a point of reference for a student’s personal development and support the articulation of employability and transferable skills.

In total there are 10 graduate attributes. This module seeks to support the development of

* Resilience
* Life-long learning

# Module Communications

The Module Tutor’s contact details are provided at the top of this page. You must check your **University of Bolton email address** and the **Moodle** area dedicated to this module regularly as many module communications are channelled through these media.

Your Module Tutor will normally aim to respond to your email messages within **2 full working days** of receipt. However responses will be longer in holiday periods.

# 5. Module Description

This module aims to examine the links between research, theory and practice in Health and Social Care. You will develop an understanding and appreciation of different forms of data collection and undertake a review of research findings. You will examine the importance of research, through critical examination of research papers and a literature search.

# 6. Learning Outcomes and Assessments

|  |  |
| --- | --- |
| **Learning Outcomes** | **Assessment** |
| LO1 Identify characteristics of Quantitative and Qualitative research methods | Written essay  (Assessment 1) |
| LO2 Consider evidence appropriate to health and social care practice | Written essay/Work  Based portfolio  (Assessment 1and 3) |
| LO3 Examine evidence in an objective way, with consideration to validity and reliability | Written essay  (Assessment 1) |
| LO4 Demonstrate knowledge of the relationship between research theory and health and social care practice | Oral Presentation/Work based portfolio  (Assessment 2 and 3) |
| LO5 Gather evidence from charts, graphs and tables, from text and online sources and present | Written essay  (Assessment 1) |

# 7. Assessment Deadlines

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment item** | | **Due Date** | **Weight** |
| 1 | Essay (2000 words) | 04.12.19 | 80% |
| 2 | Presentation | 13.11.19 | 20% |
| 3 | Reflective account  Competency Portfolio | To be reviewed by Practice Trainer | 0% |

# 8. Assessment Feedback

Feedback on items of assessment can be formal (such as on a signed feedback form) or informal (such as advice from a tutor in a tutorial). Feedback is therefore not just your grade or the comments written on your feedback form, it is advice you get from your tutor and sometimes your peers about how your work is progressing, how well you have done, what further actions you might take.

We recognise the value of prompt feedback on work submitted. Other than in exceptional circumstances (such as might be caused by staff illness), **you can expect your assignment and examination work to be marked and feedback provided not more than** **15 working days**from the deadline date. However, please note that that such feedback will be provisional and unconfirmed until the Assessment Board has met and may therefore be subject to change.

Please take time you read or listen to your assessment feedback. This can be very useful in determining your strengths and key areas for development, and can therefore help you improve on future grades.

# 9. Module Calendar

**Wednesdays: 9.30-12.00**

|  |  |  |
| --- | --- | --- |
| **Session** | **Date** | **Theory Topic** |
|  | 25.09.19 | Introduction to the module/assessment criteria  Introduction to research |
|  | 02.10.19 | **Paradigms and Research Methods:**  An exploration of Positivist and Interpretivist approaches. Qualitative & quantitative methods will be explored. |
|  | 09.10.19 | **Reliability and Validity in Research:**  An exploration of how we can assess the reliability and validity of the evidence that we use to inform our practice. |
|  | 16.10.19 | **MORNING**  9.30-10.30 Developing skills - Research session with Library – **PINE Computer room**  11.00-12.00 Understanding sampling in research methods – T3-56  **AFTERNOON**  **Understanding & Interpreting Quantitative Data**  There will be an opportunity to check in about possible topic areas for your assignments. |
|  | **23.10.19** | **SOCIAL POLICY FULL DAY WITH ANDY MORRIS** |
|  | 30.10.19 | **Assignment Workshop - Presentation**  Presentation Skills / PowerPoint / Assessment  **PINE Computer Room** |
|  | 06.11.19 | **Understanding the importance of Evidence Based Practice** - Guest Speaker NHS R&D NW  Ethical issues in Research / Review of learning so far |
|  | 13.11.19 | **Presentations**  (Practice Trainer to Second Mark) |
| 9. | 20.11.19 | **Assignment Workshop - Essay**  Critical reading - an examination of health & social care materials  **PINE Computer room** |
| 10. | 27.11.19 | **Tutorials & Module Evaluation** |
| 11. | 04.12.19 | **Submission of assignment** |
| 12. | 11.12.19 | **Portfolio Session TBC** |

Please be aware that the schedule may be subject to change. You will be informed if this is necessary.

# 10. Formative Assessment

Formative assessment is an important aid to learning. It is designed to provide you with feedback on your progress and inform development. It can be used to identify any areas which would benefit from extra attention on your part, or extra support from your tutor. It does not contribute to the overall formal assessment for the module.

Informal formative assessment is provided in this module through:

* Induction – Introductory diagnostic hand-written assessment
* Group activities and discussion
* Tutorial (Group & Individual) feedback on assessment drafts
* IT and study skills sessions

There are opportunities within this module for guidance on meeting the learning outcomes and learning from the taught components, which will be linked into the assessment strategy. There will be facilitated discussions around the key areas, with examples used from practice, with individual tutorial sessions to support this.

You will have an individual tutorial enabling you to gain advice, support and feedback on your academic abilities and assist the module tutor to plan future sessions and support. You will be required to submit an outline plan of your assignment which will form the basis for your individual tutorial.

This should be viewed as a formative assessment, aimed at helping you meet the needs of the summative assessment. You are encouraged to reflect upon the issues this module may have on your practice and include these reflections within your work based portfolio. You will be encouraged to reflect on your own skills and how they contribute to good practice within the work setting.

# 11. Indicative Reading

|  |
| --- |
| Adams, R. (2007) Foundations of Health and Social Care. Basingstoke: Palgrave Macmillan |
| Barker, J. (2010) Evidence-Based Practice for Nurses. London: SAGE |
| Brotherton, G. and Parker, S. (2013) Your Foundation in Health & Social Care. London: Sage Publications |
| Dawes, M. (2005) Evidence Based Practice. London: Churchill Livingstone |
| Gomm, R. and Davies, C. (2000) Using Evidence in Health & Social Care., London: Sage Publications |
| Henn, M. Weinstein, M. and Foard, N. (2006) A Short Introduction to Social Research. London: Sage Publications |
| Neale, J. (2009) Research methods for health and social care. Basingstoke: Palgrave Macmillan |
| Parahoo, K. (2006) Nursing Research Principles, Process & Issues. London: Palgrave |
| Bowling, A. (2009) Research Methods In health: Investigating Health and Health Services. Maidenhead: Open University Press |
| Newell, R. and Burnard, P. (2011) Research for evidence-based practice in healthcare. Chichester: Wiley-Blackwell  **USEFULK WEBSITES**   |  |  | | --- | --- | | **Organisation** | **Website link** | | Department of Health | [www.dh.gov.uk/Home](http://www.dh.gov.uk/Home) | | NHS England | [www.nhs.uk](http://www.nhs.uk) | | National Institute for Health Research | <https://www.nihr.ac.uk/> | | Care Quality Commission | https://www.cqc.org.uk/ | | National Institute for Clinical Excellence | https://www.nice.org.uk/ | |  |  | |

# 12. Guidelines for the Preparation and Submission of Written Assessments

1. Written assessments should be word-processed in Arial or Calibri Light font size 12. There should be double-spacing and each page should be numbered.
2. There should be a title page identifying the programme name, module title, assessment title, your student number, your marking tutor and the date of submission.
3. You should include a word-count at the end of the assessment (excluding references, figures, tables and appendices).

Where a word limit is specified, the following penalty systems applies:

* Up to 10% over the specified word length = no penalty
* 10 – 20% over the specified indicative word length = 5 marks subtracted (but if the assessment would normally gain a pass mark, then the final mark to be no lower than the pass mark for the assessment).
* More than 20% over the indicative word length = if the assessment would normally gain a pass mark or more, then the final mark will capped at the pass mark for the assessment.

1. All written work should be referenced using the standard University of Bolton referencing style– see: <https://www.bolton.ac.uk/library/Study-Skills/Referencing/Home.aspx>
2. Unless otherwise notified by your Module Tutor, electronic copies of assignments should be saved as word documents and uploaded into Turnitin via the Moodle class area. If you experience problems in uploading your work, then you must send an electronic copy of your assessment to your Module Tutor via email BEFORE the due date/time.
3. Please note that when you submit your work to Moodle, it will automatically be checked for matches against other electronic information. The individual percentage text matches may be used as evidence in an academic misconduct investigation (see Section 13).
4. **Late work will be subject to the penalties:**
   * Up to 7 calendar days late = 10 marks subtracted but if the assignment would normally gain a pass mark, then the final mark to be no lower than the pass mark for the assignment.
   * More than 7 calendar days late **=** This will be counted as non-submission and no marks will be recorded.

Where assessments are graded Pass/Fail only, they will not be accepted beyond the deadline date for submission and will be recorded as a Fail. Students may request an extension to the original published deadline date as described below.

1. **In the case of exceptional and unforeseen circumstances, an extension of up to 14 days after the assessment deadline may be granted.** This must be agreed by your Programme Leader, following a discussion the Module Tutor. You should complete an Extension Request Form available from your Tutor and attach documentary evidence of your circumstances, prior to the published submission deadline.

Extensions over 14 calendar days should be requested using the Mitigating Circumstances procedure, with the exception of extensions for individual projects and artefacts which, at the discretion of the Programme Leader, may be longer than 14 days.

**Requests for extensions which take a submission date past the end of the module (normally week 15) must be made using the Mitigating Circumstances procedures.**

Some students with registered disabilities will be eligible for revised submission deadlines. Revised submission deadlines do not require the completion extension request paperwork.

Please note that the failure of data storage systems is not considered to be a valid reason for an extension. It is therefore important that you keep multiple copies of your work on different storage devices before submitting it.

# 13. Procedures for Examinations

*There is no examination for this module.*

# 14. Academic Misconduct

Academic misconduct may be defined as any attempt by a student to gain an unfair advantage in any assessment. This includes plagiarism, collusion, commissioning (contract cheating) amongst other offences. In order to avoid these types of academic misconduct, you should ensure that all your work is your own and that sources are attributed using the correct referencing techniques. You can also check originality through *Turnitin.*

Please note that penalties apply if academic misconduct is proven. See the following link for further details:

<https://www.bolton.ac.uk/about/governance/policies/student-policies/>

# 15. Assessments

|  |  |
| --- | --- |
| **Assessment Number** | 1 |
| **Assessment Type (and weighting)** | Written Essay (80%) |
| **Assessment Name** | Evidence Based Practice in Health and Social Care |
| **Assessment Submission Date** | ***04.12.19*** |

**Learning Outcomes Assessed:**

**LO1**  Identify characteristics of Quantitative and Qualitative research methods

**LO2**  Consider evidence appropriate to health and social care practice

**LO3**  Examine evidence in an objective way, with consideration to validity and reliability

**LO5**  Gather evidence from charts, graphs and tables, from text and online sources and present

**Assessment Brief**

In order to demonstrate your understanding of how research contributes to **evidence** **based practice,** you are required to examine a particular area of Health or Social Care practice. You will be required to produce a plan of your essay to discuss at your tutorial.

# Written Essay (80% weighting)

Your 2,000 word essay will be expected to address the following:

1. Investigate the research carried out making reference to a wide variety of *text and on-line* sources. This will be represented in your referencing and bibliography.
2. From the literature reviewed you will be required to consider the arguments for a change in, or improvement to practice. What has initiated the need for change and/ or improvement?
3. With reference to at least two examples of research findings consider the **validity** and the **reliability** of the evidence gathered.
4. Discuss the methods used to gather the data. What were they? Is there evidence to show that the sample was appropriate for the type of research carried out?

**A paper copy of your plan must be submitted to your tutor**

**Be careful to attend to all the above elements of the assignment**.

**Strict confidentiality must be maintained throughout**.

**Remember to use the Harvard referencing system and also to compile and include a full bibliography.**

|  |  |
| --- | --- |
| **Assessment Number** | 2 |
| **Assessment Type (and weighting)** | Presentation (20%) |
| **Examination Date** | ***13.11.19*** |

**Learning Outcomes Assessed:**

**LO4** Demonstrate knowledge of the relationship between research theory and health and social care practice

# Oral Presentation

A 7 minute oral presentation of your paper to peer’s which:

1. Gives a brief overview of your investigation of the research examined
2. Explains how this might influence improve health and social care practice

|  |  |
| --- | --- |
| **Assessment Number** | 3 |
| **Assessment Type (and weighting)** | Work based portfolio competencies – no weighting but 50% of completed module |
| **Assessment Name** | Work based competence framework |
| **Submission Date** | *Agreed with Practice Trainer* |

The third part of the assessment will be the completion of competencies in practice, which will be undertaken with guidance from your mentor in practice and co-ordinated by your Practice Trainer.

**Learning Outcomes Assessed:**

**LO2** Consider evidence appropriate to health and social care practice

**LO4** Demonstrate knowledge of the relationship between research theory and health and social care practice

These competencies will be assessed by the Practice Trainer and you will be required to achieve a level 6 in all of them.

**Specific Assessment Criteria:**

(Please note that the General Assessment Criteria will also apply. Please see section 15)

**Distinction / First class (70% and above):**

Students will provide an in-depth appraisal of the effectiveness of using evidence, demonstrating excellent critical reasoning skills. Focused and justified recommendations will be made as to how problems/weaknesses identified in using evidence may be overcome, and improved. Extensive research demonstrating use of a wide range of current secondary research sources will be evident. Academic style and referencing will be excellent.

**Merit / Second class (50-69%):**

Students will provide a comprehensive appraisal of the effectiveness of using evidence, demonstrating critical reasoning skills. Justified recommendations will be made as to how problems/weaknesses identified in using evidence may be overcome, and improved. Research demonstrating use of a wide range of current secondary research sources will be evident. Academic style and referencing will be good.

**Pass / Third class (40-49%):**

Students will provide a satisfactory appraisal of the effectiveness of using evidence, demonstrating critical reasoning skills. Considered recommendations will be made as to how problems/weaknesses identified in using evidence may be overcome, and improved. Research demonstrating use of range of current secondary research sources will be evident. Academic style and referencing will be fair.

**Fail (39% and below):** Students who do not meet the requirements of a third class grade will not successfully complete the assessment activity.

**Minimum Secondary Research Source Requirements:**

**Level HE4** - It is expected that the Reference List will contain between **five and ten sources**. As a MINIMUM the Reference List should include **one refereed academic journal** and **three academic books**

16. **General Assessment Guidelines for Written Assessments Level HE4**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **%** | **Relevance** | **Knowledge** | **Argument/Analysis** | **Structure** | **Presentation** | **Written English** | **Research/Referencing** |
| Class I (Exceptional  Quality) | 85-100% | Directly relevant to title.  Expertly addresses the assumptions of the title and/or the requirements of the brief. | Demonstrates an exceptional knowledge/ understanding of theory and practice for this level through the identification and analysis of the most important issues. | Makes exceptional use of appropriate arguments and/or theoretical models.  Presents an analysis of the material resulting in clear, logical and original conclusions. | Coherently articulated and logically structured.  An appropriate format is used. | The presentational style & layout is correct for the type of assignment.  Effective inclusion of figures, tables, plates (FTP). | An exceptionally well written answer with standard spelling and grammar.  Style is clear, resourceful and academic. | Sources accurately cited in the text. A wide range of contemporary and relevant references cited in the reference list in the correct style. |
| Class I (Excellent  Quality) | 70-84% | Directly relevant to title.  Addresses the assumptions of the title and/or the requirements of the brief. | Demonstrates an excellent knowledge/understanding of theory and practice for this level through the identification and summary of the most important issues. | Makes creative use of appropriate arguments and/or theoretical models. Presents an excellent discussion of the material resulting in clear, logical conclusions. | Coherently articulated and logically structured.  An appropriate format is used. | The presentational style & layout is correct for the type of assignment.  Effective inclusion of figures, tables, plates (FTP). | An excellently written answer with standard spelling and grammar.  Style is clear, resourceful and academic. | Sources accurately cited in the text. A range of contemporary and relevant references cited in the reference list in the correct style. |
| Class II/i (Very Good Quality) | 60-69% | Directly relevant to title.  Addresses most of the assumptions of the title and/or the requirements of the brief. | Demonstrates a very good knowledge/understanding of theory and practice for this level through the identification and summary of key issues. | Uses sound arguments or theoretical models.  Presents a clear and valid discussion of the material.  Clear, logical conclusions. | Logically constructed in the main.  An appropriate format is used. | The presentational style & layout is correct for the type of assignment. Effective inclusion of FTP. | A very well written answer with standard spelling and grammar. Style is clear and academic. | Sources are accurately cited in the text and an appropriate reference list in the correct style is provided. |
| Class II/ii (Good Quality) | 50-59% | Generally addresses the title/brief, but sometimes considers irrelevant issues. | Demonstrates a good knowledge/understanding of theory and practice for this level through the identification and summary of some key issues. | Presents largely coherent arguments. Some issues and theoretical models expressed in simplistic terms. Conclusions are fairly clear and logical. | For the most part coherently articulated and logically structured. An acceptable format is used. | The presentational style & layout is correct for the type of assignment.  Inclusion of FTP but lacks selectivity. | Competently written with minor lapses in spelling and grammar. Style is readable and academic in the main. | Most sources accurately cited in the text and an appropriate reference list is provided which is largely in the correct style. |
| Class III (Satisfactory Quality) | 40-49% | Some degree of irrelevance to the title/brief.  Superficial consideration of the issues. | Demonstrates an adequate knowledge/understanding of theory and practice for this level. An attempt is made to identify key issues. | Presents basic arguments, but focus and consistency lacking in places. Some issues may lack clarity, and/or theoretical models expressed in simplistic terms. Conclusions are not always clear or logical. | Adequate attempt at articulation and logical structure.  An acceptable format is used. | The presentational style & layout is largely correct for the type of assignment.  Inappropriate use of FTP or not used where clearly needed to aid understanding. | Generally competently written although intermittent lapses in grammar and spelling pose obstacles for the reader. Style limits communication and is non-academic in a number of places. | Some relevant sources cited.  Some weaknesses in referencing technique. |
| Borderline  Fail | 35-39% | Significant degree of irrelevance to the title/brief. Onlythe most obvious issues are addressed at a superficial level and in unchallenging terms. | Demonstrates weaknesses in knowledge of theory and practice for this level, with poor understanding of key issues. | Limited arguments, which lack clarity in places.  Conclusions are neither clear nor logical. | Poorly structured.  Lack of articulation.  Format deficient. | For the type of assignment the presentational style &/or layout is lacking.  FTP ignored in text or not used where clearly needed. | Deficiencies in spelling and grammar makes reading difficult.  Simplistic or repetitious style impairs clarity.  Style is non-academic. | Limited sources and weak referencing. |
| Fail | <34% | Relevance to the title/brief is intermittent or missing.  The topic is reduced to its vaguest and least challenging terms. | Demonstrates a lack of basic knowledge of either theory or practice for this level, with little evidence of understanding. | Severely limited arguments.  Lacks clarity.  Conclusions are sparse. | Unstructured.  Lack of articulation. Format deficient | For the type of assignment the presentational style &/or layout is lacking.  FTP as above. | Poorly written with numerous deficiencies in grammar, spelling and expression.  Style is non-academic. | An absence of academic sources and poor referencing technique. |