

Module Details	
Module Title:	Advancing Practice: skills and methods
Module Code:	DEM7017-C
Academic Year:	2019-20
Credit Rating:	30
School:	Centre for Applied Dementia Studies
Subject Area:	Dementia
FHEQ Level:	FHEQ Level 7 (Masters)
Pre-requisites:	
Co-requisites:	

Contact Hours	
Type	Hours
Tutorials	39
Directed Study	261

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 2 (Feb - May)

Module Aims
To provide students with: 1. advanced critical skills to evaluate examples of dementia care practice 2. a comprehensive understanding of the planning process for a practice development initiative 3. a critical appreciation of the role of a leader as a proponent of practice based change 4. a comprehensive understanding of the barriers and facilitators to practice change, acknowledging and evaluating multi-disciplinarily and its role in practice development 5. the ability to forefront the involvement of a range of stakeholders in evaluating practice 6. a comprehensive understanding and critical appreciation of a range of evaluation methods and their application in practice based evaluation

Outline Syllabus

Identifying the steps to plan a service development project; Theories and principles underpinning organisational change, theories of leadership, motivation and team-working and their relationship to changing practice; identifying supports for and barriers to change; key concepts of personal practice and service evaluation; features of quality of care from perspective of individuals and families affected by dementia; involving key stakeholders in the evaluation of care practice; partnership working; ethical practice; exploration of evaluation methods for measuring change, exploration of methods of analysis for evaluating change.

Learning Outcomes

1	Advanced appraisal of practice to identify an area of practice evaluation based on consultation with people with dementia, their families and colleagues.
2	Engage in an independent critical evaluation of an area of care practice
3	Critique key concepts, theories and principles underpinning practice development, including leadership, multi-disciplinary practice and team working.
4	Produce a comprehensive appraisal of key ethical issues associated with implementing and evaluating changes in care practice.
5	Apply creative and sound approach to the evaluation of an area of care practice based on contemporary methods in dementia care.
6	Apply relevant methods of analysis to be able to synthesise findings from the evaluation of care practice.
7	Work autonomously and systematically
8	Work effectively with others

Learning, Teaching and Assessment Strategy

Extensive use is made of the Virtual Learning Environment as well as other interactive on-line resources such as relevant web-sites and audio or video files. Asynchronous exercises stimulate peer and tutor discussion and involve practice-based activities in the development of a practice improvement plan. The skills required for undertaking a practice change initiative will be developed through this evaluation of practice. In line with the Faculty research informed teaching strategy the content is research-led, as the activities and assessment are designed in relation to enquiry-based activities; students perform a practice review and plan.

All learning outcomes are addressed through a combination of independent completion of study activities and exercises supported by a distance learning study guide and reading materials, alongside group based discussion and activities conducted synchronously and asynchronously via the VLE and other IT based resources. This will help to consolidate learning and provide opportunities for discussion and peer support and interaction.

There are ten formative scheduled learning activities for each module; i.e. six online discussion forums, three tutorials and one formative assignment. The mode of feedback for each of these is as follows: asynchronous written peer and tutor feedback on discussions forums; synchronous oral peer and tutor feedback during tutorials; written developmental tutor feedback on the formative assignment. Directed learning is self-study.

Engagement in scheduled learning activities is compulsory and attendance is monitored.

Absence from any scheduled learning activity must be authorised by the module leader and plans to catch up on the missed work must be put in place. Failure to engage in scheduled learning activity can lead to withdrawal from the programme of study.

Learning outcomes 01 - 08 are assessed via a summative written assessment based on practice-based work activities; an evaluation report of an area of practice.

Learning outcomes 01 - 08 are assessed via a summative written assessment based on practice-based work activities; an assessment of an area of practice related to the chosen topic and evidence based plan for improvement and evaluation.

Mode of Assessment

Type	Method	Description	Length	Weighting
Summative	Coursework	Evaluation Report (4000 words)	-4000 words	100%

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>.

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.