

Module Details	
Module Title	Advanced Practice: skills and research methods
Module Code	DEM7017-C
Academic Year	2020/1
Credits	30
School	School of Allied Health Professions and Midwifery
Subject Area	Dementia
FHEQ Level	FHEQ Level 7
Pre-requisites	N/A
Co-requisites	N/A

Contact Hours	
Type	Hours
Online Tutorials (Synchronous)	39
Directed Study	261

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 2

Module Aims
To provide students with: ? Advanced critical skills to evaluate examples of dementia care practice; ? A comprehensive understanding of the planning process for a practice development initiative; ? A critical appreciation of the role of a leader as a proponent of practice based change; ? A comprehensive understanding of the barriers and facilitators to practice change; ? The ability to forefront the involvement of a range of stakeholders in evaluating practice; ? 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 and 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	
Outcome Number	Description
01	Advanced appraisal of practice to identify an area of practice evaluation based on different sources of evidence.
02	Engage in an independent critical proposal for service development evaluation.
03	Critique key concepts, theories and principles underpinning practice development, including leadership, multi-disciplinary practice and team working.
04	Produce a comprehensive appraisal of key ethical issues associated with implementing and evaluating changes in care practice.
05	Identify creative and sound approach to the evaluation of an area of care practice based on contemporary methods in dementia care.
06	Identify relevant methods of analysis to be able to synthesise findings from an evaluation of care practice.
07	Work autonomously and systematically.
08	Work effectively with others.

Learning, Teaching and Assessment Strategy
All learning outcomes for the modules are addressed through a combination of activities: independent completion of tasks and activities provided in the module study guide, practice based work, online resources (such as selected reading, video and audio files), and online group based discussions using Canvas as the virtual learning platform. Each module consists of 300 hours study. Students are expected to spend 261h in self-study. There are also eleven formative scheduled activities - six facilitated discussion groups, three 1h online tutorial sessions, and two formative assignments (one optional). This assists students to consolidate learning and provides opportunities for discussion, peer support and interaction. This will require 39h of students' time. Feedback is provided in all activities: written/audio peer and tutor feedback on the six discussion groups, oral feedback during online tutorials, and written developmental tutor feedback on the formative assignments. The summative assignment consists of a proposal for service evaluation. This will require students to demonstrate knowledge and understanding of the above learning outcomes.

Mode of Assessment				
Type	Method	Description	Length	Weighting
Summative	Coursework	Evaluation Proposal (4000 words)	N/A	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.

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