## UNIT SPECIFICATION

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Systematic Reviewing to Inform Practice</th>
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<tbody>
<tr>
<td>Level</td>
<td>Level 7</td>
</tr>
<tr>
<td>Credit value</td>
<td>20 (10 ECTS)</td>
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<tr>
<td>Is this a common unit?</td>
<td>No</td>
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<tr>
<td>Expected contact hours for unit</td>
<td>30</td>
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<tr>
<td>Pre and co-requisites</td>
<td>No</td>
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### Aims
To provide the student with the opportunity to choose an area of interest and undertake an in-depth, independent study in the form of a systematic review, focusing on a negotiated aspect of practice. Students will examine the rationale for systematic reviews and build their understanding of the various elements of a systematic review: selecting (electronic) databases; literature searching; data extraction; data synthesis; interpretation and reporting. The unit will facilitate students to develop a search question, select and manage relevant literature, extract and synthesise data, interpret and report their findings in a systematic manner in one specific area of practice.

### Intended learning outcomes (ILOs)
Students who successfully complete this unit will be expected to be able to:

1. articulate the rationale for systematic reviews and their role in improving health/social care practice;
2. develop a relevant search question and protocol for a systematic review;
3. select the appropriate tools to conduct the literature search;
4. justify the retrieval and inclusion of evidence;
5. critically evaluate and synthesise evidence drawn from multiple sources;
6. translate the relevance of the evidence for practice.

### Learning and teaching methods
The format of this unit will primarily be through independent study. This will be supported by seminars and group tutorials that will encourage individual and group learning. Students will systematically review research papers around their chosen topic and attend sessions led by academics. Students will be encouraged to make use of this blended-learning environment with the virtual learning environment (Brightspace), e-library facilities, and sharing their learning with their group.

### Assessment

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<tr>
<th>Formative assessment/feedback</th>
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<tr>
<td>Formative assessment will consist of an outline of the search topic, protocol development, and group tutorial discussions with academic and peer review of work.</td>
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<th>Summative assessment</th>
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<td>The ILOs (1-6) will be assessed by 100% coursework.</td>
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<tr>
<th>Indicative assessment</th>
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<tbody>
<tr>
<td>The unit coursework comprises of an essay [3000 word equivalent] critically reviewing evidence related to a specific area of clinical practice.</td>
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### Indicative unit content
The unit will cover the various elements of a systematic review:
- developing a searchable question;
- selecting (electronic) databases;
- developing a literature search;
- data extraction;
- critical appraisal of the evidence;
- data synthesis;
- interpretation and reporting;
- research informed practice;
- research ethics and governance.

Indicative learning resources


van Teijlingen, E., Napper, M., Bruce, J. and Ireland, J. 2006. Systematic reviews in midwifery. RCM midwives journal, 9 (5), 186-188.


Websites
Campbell Library https://www.campbellcollaboration.org/library.html
CASP http://www.casp-uk.net/
Cochrane Library http://www.cochranelibrary.com/
GRADE https://ceGRADE.mcmaster.ca/
PDQ Evidence https://www.pdq-evidence.org/
PRISMA http://www.prisma-statement.org/
PROSPERO https://www.crd.york.ac.uk/prospero/
RD4 Database https://www.gov.uk/dfid-research-outputs
3ie Database http://www.3ieimpact.org/en/evidence/systematic-reviews/

Journals
Systematic Reviews https://systematicreviewsjournal.biomedcentral.com/
In addition, students will access journal titles relevant to their topic.
<table>
<thead>
<tr>
<th>Unit number</th>
<th>3</th>
<th>Version number</th>
<th>1.2</th>
<th>Date effective from</th>
<th>Sep 2020</th>
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