



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Health and Social Care Research: Methods and Methodology (Distance Learning)				
Module Code	UZWSRV-15-M	Level	M	Version	2
Owning Faculty	Faculty of Health and Applied Sciences	Field	Acute and Critical Care Adult Nursing		
Contributes towards	MSc Advanced Practice MSc Medical Ultrasound MSc Nuclear Medicine				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project
Pre-requisites	Study at level 3 in a related area or equivalent	Co-requisites	None		
Excluded Combinations	UZWSRX-15-M Health and Social Care Research: Methods and Methodology UZWRGQ-20-M Health and Social Care Research: Methods and Methodology	Module Entry requirements	None		
Valid From	September 2017 (v2)	Valid to			

CAP Approval Date	9/7/13 21/03/2017 (v2)
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Critically analyse the rationale for, and make judgements on the use of a range of qualitative and quantitative research methods and methodologies in the investigation of health and social care research/ evaluation. (Component A) • Critically appraise published research/ evaluations/ systematic reviews and identify the implications for policy and practice. (Component A) • Demonstrate the ability to integrate the stages of the research process and the meaning and significance of these stages in qualitative, quantitative and literature based research/ evaluation within a research/ project proposal. (Component A) • Justify the appropriate use of primary and secondary sources of data

	<p>(Component A)</p> <ul style="list-style-type: none"> • Demonstrate a critical awareness of the need for ethical review, and the process of research governance. (Component A)
Syllabus Outline	<p>The current state of research in health and social care including for example issues of funding, the formulation of research questions, the relationship between evidence and practice and the implementation of research findings in different settings.</p> <p>Access, use and the development of information systems: data bases; libraries; bibliographic searching; the Internet.</p> <p>An overview of the main research methodologies and strategies.</p> <p>Health Service Evaluation.</p> <p>Ethical issues in research and research governance.</p> <p>Innovations in research and the development of new methodologies.</p> <p>Critical appraisal methods as applied to selected research methodologies and strategies adopted in health and social care, including:</p> <ul style="list-style-type: none"> • Evaluating intervention research (experimental and quasi-experimental research; randomised controlled trials; action research; descriptive and inferential statistics including both parametric and non-parametric approaches) • Evaluating survey research • Evaluating qualitative research (open interviews, discourse and content analysis, observational research) • Evaluation criteria: reliability, validity; issues of corroboration; triangulation <p>Developing a research/ health service evaluation proposal.</p>
Contact Hours	<p>This is a distance learning module; there are no face-to-face contact hours.</p> <p>Students are allocated a supervisor who has the main responsibility for co-ordinating formal support and monitoring progress. It is the student's responsibility to initiate and maintain contact with the supervisor. This includes contact time through email or other technology-aided discussion and formative assessment.</p>
Teaching and Learning Methods	<p>This module has 150 allocated hours these take the form of independent learning.</p> <p>Independent learning requires students have access to a computer and the Internet for the duration of the module. These hours are for essential reading, and assignment preparation and completion.</p>
Key Information Sets Information	<p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Coursework: Written project</p>

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:			
Written exam assessment percentage		0%	
Coursework assessment percentage		100%	
Practical exam assessment percentage		0%	
			100%

Reading Strategy

Core readings

Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a study pack or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out.

Further readings

Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.

Access and skills

The development of literature searching skills is supported by a Library seminar provided within the first semester. Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.

Indicative Reading List

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.

Boland, A. Cherry, M.G. Dickson, R. (2014) *Doing a Systematic Review. A Student's Guide*. London. Thousand Oakes California. New Delhi. Singapore: Sage Publications Ltd.

Bourgeault, I. Dingwall, R. de Vries, R. (2013) *The Sage Handbook of Qualitative Methods in Health Research*. London. Thousand Oakes California. New Delhi. Singapore: Sage Publications Ltd.

Bowling, A. (2014) *Research Methods in Health: Investigating Health and Health Services* (4th Edition). Maidenhead. Two Penn Plaza New York: McGraw Hill Open University Press.

Gerish, K. and Lathleen, J. (2015) *The Research Process in Nursing* (7th Edition). Chichester. Oxford. John Wiley & Sons.

Hicks, C.M. (2009) *Research Methods for Clinical Therapists: Applied Project design and Analysis*. (5th Edition). Edinburgh. London. New York. Oxford. Philadelphia. St Louis. Sydney. Toronto: Churchill Livingstone Elsevier.

Harper, D. and Thompson, A.R. 2012, *Qualitative research methods in mental health and psychotherapy: a guide for students and practitioners*. Chichester. Wiley-Blackwell.

Hickson, M. (2008) *Research Handbook for Healthcare Professionals*. Chichester. Oxford: Wiley-Blackwell.

Jirojwong, S. Johnson, M. and Welch, A. (2014) *Research methods in nursing and midwifery: pathways to evidence-based practice*. (2nd Edition). Australia. Oxford University Press.

McNamee, M. (2005) *Philosophy and the Sciences of Exercise Health and Sport. Critical Perspectives on Research Methods*. Abingdon, Oxon. New York: Routledge. Taylor & Francis Inc.

Moule, P. and Goodman, M. (2014) *Nursing research: an introduction* (2nd Edition) London. Thousand Oakes California. New Delhi. Singapore: Sage Publications Ltd.

Øvretveit, J. (2014) *Evaluating Improvement and Implementation for Health*. Maidenhead England. Two Penn Plaza New York. McGraw Hill Education. Open University Press.

Plichta, S.B. and Kelvin, E. (2013) *Munro's Statistical Methods for Health Care Research* (6th Edition). Philadelphia. Baltimore. New York. London. Buenos Aires. Hong Kong. Sydney. Tokyo: Wolters Kluwer Health. Lippincott Williams & Wilkins

Ramlaul, A. (2010) *Medical Imaging and Radiotherapy Research Skills and Strategies*. Edinburgh. London. New York. Oxford. Philadelphia. St Louis. Sydney. Toronto: Churchill Livingstone Elsevier.

Part 3: Assessment

Assessment Strategy	<p>The summative assessment will be in the form of a single 3000 word assignment. The assignment is a research/ project proposal. The proposal outlines the design and methodology of a primary or secondary research study or service evaluation the student aims to complete for their Masters dissertation.</p> <p>Formative assessment will take place through online tutorials and/or reading of draft work.</p>
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Identify final assessment component and element	A		
% weighting between components A and B (Standard modules only)	A:	B:	
First Sit			
Component A (controlled conditions) Description of each element	Element weighting		
1. 3000 word written assignment	100%		

Resit (further attendance at taught classes is not required)			
Component A (controlled conditions) Description of each element	Element weighting		
1. 3000 word written assignment	100%		
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.			

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First CAP Approval Date	09/07/2013		
Revision CAP Approval Date	21 March 2017	Version	2
Link to RIA 11897			