



Module Specification

Research Methodologies of Nursing Enquiry

Version: 2022-23, v1.0, 17 Aug 2021

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Part 1: Information

Module title: Research Methodologies of Nursing Enquiry

Module code: UZTYCF-15-2

Level: Level 5

For implementation from: 2022-23

UWE credit rating: 15

ECTS credit rating: 7.5

Faculty: Faculty of Health & Applied Sciences

Department: HAS Dept of Nursing & Midwifery

Partner institutions: None

Delivery locations: Glenside Campus

Field: Continuing Care Adult Nursing

Module type: Standard

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: The module will develop student knowledge and research understanding of nursing enquiry to improve the delivery of healthcare and build knowledge to prepare and undertake the final project module.

Features: Not applicable

Educational aims: This module will explore methods of enquiry utilised in daily practice to more systematic ways of gathering and analysing data, notably through quantitative and qualitative approaches to research, evaluation, and audit. Students will gain understanding of the philosophical positions of what constitutes evidence, particularly to understand relationships between the aim of enquiry, methodologies and methods deployed. Students will also have the opportunity to develop critical awareness of how socio-political, ethical, and organisational views in healthcare may impact on the nursing enquiry process.

Outline syllabus: The indicative content of the module will focus on the Nursing and Midwifery (NMC) Future Nurse Standards (2018) and will include:

Quantitative research methods and methodology.

Qualitative research methods and methodology.

Mixed methods and methodology.

Service User narrative.

Frameworks around service improvement and service evaluation

Appraising evidence

Literature searching

Critical appraisal tools

A fundamental aspect of nursing practice is to ensure that the care provided is inclusive and recognises diversity. Therefore, all modules within this programme have included the principles of globalisation, equality, diversity, and inclusivity. Consideration has been given to module titles, the module description, the assessment, learning outcomes and the reading list.

Part 3: Teaching and learning methods

Teaching and learning methods: This module will use a range of learning and teaching strategies to support student learning and will include:

Lead lectures which may be delivered online or face to face

Seminars

Student centred learning

Scenario based teaching through interaction

Enquiry and problem- based learning

Group work

Self-directed learning

Peer assisted learning

Digital learning delivered through Blackboard and other virtual learning platforms All teaching and learning materials will be digitally accessible (The Public Sector Bodies Accessibility Regulations 2018).

Module Learning outcomes:

MO1 Produce a project plan related to the completion of a final research project.

MO2 Demonstrate an appreciation of differing research methodologies and philosophical approaches utilised within research.

MO3 Demonstrate the knowledge, skills, and ability to think critically when applying evidence to inform and improve nursing care through service evaluation, and quality improvement.

MO4 Demonstrate an understanding of ways to analyse and evaluate evidence.

MO5 Demonstrate an understanding of promoting and maintaining non-discriminatory practice.

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

Total = 150

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/index.html?lang=en&login=1) via the following link

<https://uwe.rl.talis.com/index.html?lang=en&login=1>

Part 4: Assessment

Assessment strategy: The assessment for this module is a narrated presentation with critical questioning.

Formative assessments: Students are given the opportunity to produce a draft plan and will have peer critiques and feedback facilitated by the module team.

Summative assessment:

Students are required to deliver a maximum 10-minute presentation of a project plan followed by a maximum of 10 minutes critical questioning. Students on this module will be given guidance on producing a plan that outlines the aims, objectives and approach for their final year project. Feedback will be given on the strengths and weaknesses of the plan with reference to clarity, feasibility, and ethical issues.

The assessment type has been selected with consideration to the programme as a whole and guided by the principles of the Inclusive Curriculum and Practice Toolkit, which aims to optimise learning for all students through developing multiple means of

representation and means of expression of learning outcomes. The assessment will feed forward into the final project module.

Assessment components:**Presentation - Component A (First Sit)**

Description: Narrated 10-minute presentation with 10-minute critical questioning

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

Presentation - Component A (Resit)

Description: Narrated 10-minute presentation with 10-minute critical questioning

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Nursing (Children and Young People) [Sep][FT][Glenside][3yrs] BSc (Hons) 2021-22

Nursing (Learning Disabilities) [Sep][FT][Glenside][3yrs] BSc (Hons) 2021-22

Nursing (Mental Health) [Sep][FT][Glenside][3yrs] BSc (Hons) 2021-22

Nursing (Adult) [Oct][FT][UCS][3yrs] BSc (Hons) 2021-22

Nursing (Mental Health) [Oct][FT][UCS][3yrs] BSc (Hons) 2021-22

Nursing (Adult)[Sep][FT][Glenside][3yrs] BSc (Hons) 2021-22