



## **Module Specification**

### **Preparation for Health and Care Research**

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## Part 1: Information

**Module title:** Preparation for Health and Care Research

**Module code:** UZYYPN-30-M

**Level:** Level 7

**For implementation from:** 2024-25

**UWE credit rating:** 30

**ECTS credit rating:** 15

**College:** College of Health, Science & Society

**School:** CHSS School of Health and Social Wellbeing

**Partner institutions:** None

**Field:** Allied Health Professions

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** Yes

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** This module provides a comprehensive foundation for students seeking to engage in health and care research practice. It introduces a diverse range of research methodologies, encompassing both evaluation and implementation strategies. The module delves into the full research life cycle, starting from initial concept development through dissemination and real-world implementation.

**Features:** Not applicable

**Educational aims:** Overall, this module aims to build a strong foundation for students pursuing careers in health and care research and equip them with essential research skills for health and care professional practice

Specifically the module will enable learners to:

Develop foundational knowledge and philosophical perspectives of health and care research and the research life-cycle from conception to implementation in practice

Demonstrate in-depth understanding of methodologies for exploring and synthesising evidence to inform research and professional practice

Prepare to engage with and undertake health and care research by developing understanding of contemporary requirements for research including governance frameworks, public involvement and engagement and inclusive practices

Appraise personal knowledge and skills to manage their own learning and develop as a research practitioner

**Outline syllabus:** The syllabus typically covers the following:

Core philosophical perspectives that inform health and care research and the research life-cycle from concept development through dissemination and real-world implementation.

Formulation of well-defined and feasible research questions aligned with specific objectives including approaches to develop research questions.

Evidence-Based Practice Skills and Evidence Synthesis methodologies (e.g. systematic, scoping, and realist reviews).

Principles and practices of research governance, delivery, and management.

Patient and Public Involvement and Engagement (PPIE) and Equity, Diversity, and

Inclusion (EDI) in research design and conduct.

Personal effectiveness and learning needs to develop as a researcher in health and care.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** This module adopts a blended learning approach, combining interactive lectures, workshops, and group activities to foster a collaborative learning environment. These will be complemented by audio or video podcasts and other online activities to further enhance learning. Students will have the opportunity to work on real-world or open-source material, applying their knowledge to practical scenarios.

Scheduled Learning:

Lectures and seminars will provide foundation knowledge and understanding in quantitative research methods.

Interactive workshops will build knowledge and understanding through didactic and group-based active learning activities. These sessions will help students clarify and reinforce their knowledge and understanding.

Independent Learning:

Guided essential reading, workshop preparation, online tests, and assignment preparation and completion will support your independent learning.

Online resources include recorded lectures, instructional videos, podcasts, statistical software, and survey platforms.

Collaborative learning:

In addition to fostering critical thinking skills, activities will also encourage engagement, students will actively participate in workshops and collaborative learning activities.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Formulate a coherent and justified research question pertinent to health and social care practice that can be addressed through evidence synthesis.

**MO2** Demonstrate critical understanding of evidence synthesis methodologies and how to apply a methodology to address the research question.

**MO3** Demonstrate appreciation of contemporary requirements for health research planning and delivery (such as governance, ethics, PPIE) and critically evaluate how these requirements would be applied to an area of professional practice or research interest.

**MO4** Apply a critical analysis of personal skills and effectiveness to plan learning and development as a research practitioner.

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 0

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/AE14706F-0126-CC3A-9879-D21D8E2314A6.html) via the following link <https://rl.talis.com/3/uwe/lists/AE14706F-0126-CC3A-9879-D21D8E2314A6.html>

## Part 4: Assessment

**Assessment strategy:** The assessment will comprise of one task, a written portfolio. The portfolio will include an evidence synthesis protocol (3000 words), a critical discussion and reflection essay (1000 words) on areas relevant to research competency and a personal development and learning plan (500 words).

#### Evidence Synthesis Protocol

This component assesses students' ability to develop a comprehensive research protocol for evidence synthesis in line with current best practice and methodological guidelines. The protocol will address a critical knowledge gap in a selected area relevant to their professional practice or research interests. Students will develop a focused research question, select an appropriate synthesis methodological approach and present a critically justified and developed plan for the proposed work in their protocol.

#### Critical discussion and reflection essay

This component will critically explore two areas relevant to health and care research and how they relate to an identified area of professional practice or research interest such as:

Patient and Public Involvement and Engagement (PPIE) in research design and the research lifecycle

Ethics and Governance in health and care research and how it would apply in their selected area

Inclusive research practices

Implementation of research in practice.

#### Personal development and learning plan

This component will provide a summary of a personal development and learning plan with critical analysis, reflection of progress and future needs.

The use of a portfolio assessment enables students to develop and demonstrate their learning across a range of topics to meet the learning outcomes and to prepare the content of the assessment on a continuous basis through the module.

Formative assessment and support:

Progress will be monitored through a combination of formative assessments, including group work, individual exercises, and activities embedded within each topic. This will encourage students to identify their own learning gaps, which can then be addressed during class time.

**Assessment tasks:****Portfolio (First Sit)**

Description: A written portfolio - a maximum of 4500 words

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Portfolio (Resit)**

Description: A written portfolio - a maximum of 4500 words

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Health and Care Research MRes 2024-25

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