



CORPORATE AND ACADEMIC SERVICES


MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	An Introduction to Research Methodologies and Methods				
Module Code	UZWSRC-15-2	Level	2	Version	1
Owning Faculty	Faculty of Health and Life Sciences	Field	Acute and Critical Care Adult Nursing		
Contributes towards	FdSc Health and Social Care Practice				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements		
Valid From			Valid to		

CAP Approval Date	
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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"> • Demonstrate an understanding of the significance and value of evidence based practice in informing and improving health and social care (Component A) • Demonstrate an understanding of the role played by research in evidence based practice (including Policy and Guideline development) (Component A) • Appreciate how research questions guide research approaches (Component A) • Demonstrate knowledge of research designs and methods (Component A) • Recognise the strengths and weaknesses of key research approaches (Component A) • Demonstrate an ability to appraise various types of research (Component A) • Recognise the importance of ethical issues in research design and use (Component A) • Select and use an appropriate research critiquing framework (Component A)
Syllabus Outline	<ul style="list-style-type: none"> • Evidence Based Practice (EBP) – what is it and why is it important to health and social care practitioners? • What is 'evidence'? • Research and non-research evidence • How do research questions inform research approaches • Understanding research design • Understanding quantitative and qualitative research methodologies • Understanding the methods used in quantitative and qualitative research

	<ul style="list-style-type: none"> • Appraising research evidence • The role of critiquing frameworks in guiding research appraisal • Ethical issues in research • Systematic reviews and meta-analysis in EBP • Barriers and enablements to evidence use in practice
Contact Hours	<ul style="list-style-type: none"> • This module will use a total of 150 hours of study time of which an average of 36 hours will represent scheduled learning, and 114 hours will represent independent learning. It will be taught in semester 1. • The 36 hours of scheduled learning could be used as follows: <ul style="list-style-type: none"> ○ Lectures 9 x 3 hours ○ Individual tutorials 2 x 1 hour ○ Seminars 7 x 1 hour ○ Group and/or individual tutorials could also be used, but these are part of the programme-wide academic tutoring provision, and therefore are not classed within individual module contact hours. ○ NB this breakdown of scheduled learning is an indicative example only, and is subject to change dependent on delivery location.
Teaching and Learning Methods	<p>The teaching and learning strategies for the module acknowledge the importance of student centred learning. There is an appreciation that students come with vastly differing clinical experience and that this experience can be utilised effectively and shared throughout the learning process. The emphasis is that students are responsible for their own learning. This philosophy acknowledges that adult students in particular are usually highly motivated individuals, with particular abilities and needs that they are able to define.</p> <p>Scheduled learning includes lectures, seminars, individual tutorials, and assignment supervision. Introductory lectures may be supported by seminars and workshops where specific elements of learning can be focused on and used to generate exploration and deeper consideration of differing perspectives. Scheduled sessions may vary slightly depending on the college of delivery.</p> <p>Independent learning includes hours engaged with essential reading, completion of guided study, and assessment preparation. Students will be guided to topic areas for specific lecture, seminar and/or workshop preparation, and independent study related to the module content. It is suggested that session preparation could take on average 2 hours per week.</p>
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p>

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
150	36	114	0	150	

NB the above breakdown of KIS learning hours is an indicative example only, and is subject to change dependent on delivery location.

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

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

Essential Reading will be clearly indicated at the point of need or with notice for preparation, with the method by which it can be accessed. Students will not be asked to purchase a set text for this module due to the wide variety of relevant research and evidence based practice texts and literature available, but printed study packs and electronically available texts may be used, and clear guidance as to the required level of depth of detail in terms of reading will be given. The module handbook will include guidance as to how literature can be accessed, including the large number of useful resources and publications available via key databases and websites including the Department of Health, National Institute of Health and Clinical Excellence, and others.

Further Reading will be encouraged and students will be advised and encouraged to access and make use of the library catalogue, a range of bibliographic and full text databases, and other internet resources to locate a variety of relevant literature (including current research in the appropriate fields). This will ensure that students become more familiar with the library systems, database searching methods and a variety of relevant literature specific to the module and relevant areas of interest. Many resources can be accessed remotely via the library systems. Assignment reference lists are expected to reflect the range of reading carried out.

Access and Skills

Students are expected to be able to independently identify and retrieve appropriate reading, and will have access to both UWE library and their college library facilities and on-line systems. The module handbook will include suggested key texts for the module where appropriate, and guidance as to how literature can be accessed. All

	<p>students will be encouraged to make use of the extensive print and electronic resources available to them through membership of UWE and the associated college libraries and to which they will have been introduced at the start of their course, and this module offers an opportunity to further develop information skills introduced at level 1. Additional support will be available through the library 'my skills' study area via the Library Services web pages, UWE library telephone enquiries line, and through library attendance and workshops available through UWE and the college of study.</p>
Indicative Reading List	<p>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, CURRENT advice on readings will be available via other more frequently updated mechanisms including the module handbook or other resources such as Blackboard/VLEs.</p> <p>Aveyard H and Sharp P (2009) <i>A Beginner's Guide To Evidence Based Practice in Health and Social Care Professions</i>. Maidenhead: McGraw Hill and Open University Press.</p> <p>Parahoo K (2006) <i>Nursing Research: Principles, Process and Issues</i>. 2nd ed. Basingstoke: Palgrave Macmillan.</p> <p>Students will be guided towards and expected to source literature from a range of relevant databases and journals, for example:</p> <p>British Journal of Midwifery</p> <p>British Journal of Occupational Therapy</p> <p>British Medical Journal</p> <p>International Journal of Therapy and Rehabilitation</p> <p>Journal of Advanced Nursing</p> <p>Journal of Evidence Based Nursing</p> <p>Journal of Intellectual Disability Research</p> <p>Physiotherapy</p>

Part 3: Assessment

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Assessment Strategy	<ul style="list-style-type: none"> • Assessment will comprise of a structured 2000 word research report, which will enable students to define evidence based practice and its significance and value in their area of practice, explore a limited range of pre-defined themed research and literature using a critical appraisal tool to identify strengths and weaknesses of research, and discuss how other literature, including policy and guidance, informs practice. This strategy will enable students to demonstrate achievement of all learning outcomes whilst considering evidence based practice as a broader concept. • The report can be structured using eight sub-headings: <ul style="list-style-type: none"> ○ Introduction ○ Evidence Based Practice ○ Quantitative Research ○ Qualitative Research

	<ul style="list-style-type: none"> ○ Systematic Review ○ Policy and Guidelines ○ Barriers and enablements to evidence use ○ Conclusion <ul style="list-style-type: none"> ● Opportunities for formative assessment will exist for the assessment strategy used. Formative feedback will be available from peers and/or tutors in verbal and/or written form depending on the formative methods used, and students may be formatively assessed during their engagement in the module delivery sessions. ● Students will receive a group assignment tutorial session where the assessment strategy and requirements will be explained and explored. ● All students will engage with personalised and/or group tutorials held as part of the academic tutoring process. These can be used to focus on the development of student skills relevant to the assessment method.
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 2000 word report	100%	
Component B Description of each element	Element weighting (as % of component)	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. 2000 word report	100%
Component B Description of each element	Element weighting (as % of component)
<p>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.</p>	