



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Health and Social Care Research: Methods and Methodology				
Module Code	UZWSPX-15-M	Level	M	Version	1
Owning Faculty	Faculty of Health and Life Sciences	Field	Acute and Critical Care Adult Nursing		
Contributes towards	MSc Advanced Practice MSc Specialist 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	None	Module Entry requirements	None		
Valid From	01/09/2013	Valid to	01/09/2019		

CAP Approval Date	9/07/2013
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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 particular qualitative and quantitative research methodologies and methods. (Component A, Element 1) • Interpret the stages of the research process and the meaning and significance of data generation and analysis in qualitative and quantitative research. (Component A, Element 1) • Apply the critical knowledge of the relationships between sampling and theory generation. (Component A, Element 1) • Demonstrate a critical awareness of the need for and the process of research governance. (Component A, Element 1) • Make evaluative judgements on the relevance of qualitative and quantitative approaches to the investigation of research issues/questions. (Component A, Element 1) • Justify the appropriate uses of primary and secondary sources of data. (Component A, Element 1) • Critically appraise published research relating to their discipline area and its implications for policy and practice. (Component A, Element 1) • Critically appraise a selection of appropriate tools for data collections and analysis. (Component A, Element 1) • Demonstrate an ability to deal effectively with the ethical issues arising in the conduct of research. (Component A, Element 1) • Demonstrate a reflective approach to research. (Component A, Element 1) • Demonstrate a critical insight into ethical issues, intellectual property rights and other legal considerations arising in the conduct of research. (Component A, Element 1) • Mapping of specific learning outcomes for the research proposal will be dependent upon the nature of the study and the methodology employed.

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.</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 																				
Contact Hours	<p>There are 36 face to face contact hours; these are over 6 timetabled days. The 6 days include lectures, seminars, tutorials, group work and supervision.</p>																				
Teaching and Learning Methods	<p>This module has 150 allocated hours. Thirty-six hours will be scheduled learning and 114 independent learning.</p> <p>A variety of learning approaches will be used.</p> <p>Scheduled learning, takes the form of six full days run 2-weekly between September and December in any academic year. Scheduled learning will include face-to-face lectures, seminars, tutorials, group work and supervision.</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, preparation for group work, 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 assignment or essay, report, dissertation, portfolio, project</p> <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:</p> <table border="1" data-bbox="568 1771 1264 2007"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>100%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td></td> <td></td> <td>100%</td> <td></td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage		0%		Coursework assessment percentage		100%		Practical exam assessment percentage		0%				100%	
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Practical exam assessment percentage		0%																			
		100%																			
Reading Strategy	<p>Core readings</p> <p>Any essential reading will be indicated clearly, along with the method for</p>																				

accessing it, e.g. students may be required to purchase a set text, be given a print 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 the module guide.

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.

Bourgeault, I. Dingwall, R. de Vries, R. (2010) *The Sage Handbook of Qualitative Methods in Health Research*. London. Thousand Oakes California. New Delhi. Singapore: Sage Publications Ltd.

Bowling, A. (2009) *Research Methods in Health: Investigating Health and Health Services* (3rd Edition). Maidenhead. New York: McGraw Hill Oxford University Press

Gerish, K. and Lacey, A. (2010) *The Research Process in Nursing* (6th Edition). Chichester. Oxford: Wiley-Blackwell.

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.

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

Maltby, J. Williams, G.A. McGarry, J. and Day, L. (2010) *Research Methods for Nursing and Healthcare*. Harlow England. London. New York. Boston. San Francisco. Toronto. Sydney. Tokyo. Singapore. Hong Kong. Seoul. Taipei. New Delhi. Cape Town. Madrid. Mexico City. Amsterdam. Munich. Paris. Milan: Pearson Education Ltd.

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.

	<p>Plichta, S.B. and Kelvin, E. (2013) <i>Munro's Statistical Methods for Health Care Research</i> (6th Edition). Philadelphia. Baltimore. New York. London. Buenos Aires. Hong Kong. Sydney. Tokyo: Wolters Kluwer Health. Lippincott Williams & Wilkins</p> <p>Pope, C. Mays, N and Popay, J (2007) <i>Synthesizing Qualitative and Quantitative Health Evidence</i>. Maidenhead England. Two Penn Plaza New York: Open University Press McGraw-Hill</p> <p>Ramlaul, A. (2010) <i>Medical Imaging and Radiotherapy Research Skills and Strategies</i>. Edinburgh. London. New York. Oxford. Philadelphia. St Louis. Sydney. Toronto: Churchill Livingstone Elsevier.</p> <p>Steen, M. and Roberts, T. (2011) <i>The Handbook of Midwifery Research</i>. Oxford. Chichester. Iowa: Wiley-Blackwell.</p>
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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 supervision and reading by a supervisor of draft work.</p>

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 research/ project proposal	100%	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting
1. 3000 word research/ project proposal	100%
<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>	