



ACADEMIC SERVICES


MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Health and Social Care Research: Methods and Methodology				
Module Code	UZWRGQ-20-M	Level	M	Version	5
Owning Faculty	Faculty of Health and Applied Sciences	Field	Acute and Critical Care Adult Nursing		
Contributes towards	MSc/ PGDip Advanced Practice MSc/ PGDip Medical Ultrasound MSc/ PGDip Nuclear Medicine MSc / PG Dip Specialist Practice (District Nursing)				
UWE Credit Rating	20	ECTS Credit Rating	10	Module Type	Project
Pre-requisites	Study at level 3 in a related area or equivalent	Co- requisites	None		
Excluded Combinations	UZWSRV-15-M Health and Social Care Research: Methods and Methodology (Distance Learning) UZWSPX-15-M Health and Social Care Research: Methods and Methodology	Module Entry requirements	None		
		Valid to			

CAP Approval Date	21/03/2017 (v5)
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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 (Component A) • Demonstrate a critical awareness of the need for ethical review, and the process of research governance. (Component A)

	<ul style="list-style-type: none"> Articulate methods of, and barriers to, health and social care research/ evaluation dissemination. (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) <p>Evaluation criteria: reliability, validity; issues of corroboration; triangulation.</p> <p>Developing a research/ health service evaluation proposal.</p>
Contact Hours	There are 48 face to face contact hours; these are over 6 timetabled days.
Teaching and Learning Methods	<p>This module has 200 allocated hours. Forty-eight hours will be scheduled learning and 152 independent learning.</p> <p>A variety of learning approaches will be used.</p> <p>Scheduled learning will include face-to-face lectures, seminars, tutorials, group work, and workshops.</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	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.

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
200	48	152	0	200	

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

Coursework: Written project

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 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 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.

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

Pope, C. Mays, N and Popay, J (2007) *Synthesizing Qualitative and Quantitative Health Evidence*. Maidenhead England. Two Penn Plaza New York: Open University Press McGraw-Hill

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

Steen, M. and Roberts, T. (2011) *The Handbook of Midwifery Research*. Oxford. Chichester. Iowa: Wiley-Blackwell.

Part 3: Assessment

Assessment Strategy	<p>The summative assessment will be in the form of a single 4000 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 tutorials and reading of draft work by members of the module team.</p>
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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	

1. 4000 word assignment	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting
1. Resubmission of a 4000 word assignment	100%
If a student is permitted a 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				
Revision CAP Approval Date	21 March 2017	Version	5	Link to RIA 11897