



Module Descriptor

Title	Research for Health & Social Care		
Session	2024/25	Status	
Code	MIDW11003	SCQF Level	11
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Health and Life Sciences		
Module Co-ordinator	S Telfer		
Summary of Module			
<p>This module builds on undergraduate study of research design and methods and covers a range of methodological issues relevant to research in healthcare and social settings. It develops an understanding of the whole research/enquiry process, including how to design and undertake research. It also considers wider philosophical and epistemological problems in health and social sciences to provide a context for understanding issues of research style, strategy and method in research.</p> <p>This module also introduces students to issues of research design. Critiquing published research, planning, resourcing, sampling, data handling, data analysis, research governance and ethical requirements, as well as dissemination of findings are addressed.</p> <p>The above skills acquisition contributes to the development of the UWS Graduate Attributes: Universal - critical thinking, analytical, inquiring, culturally aware, emotionally intelligent, ethically-minded, collaborative, research-minded and socially responsible; Work-Ready - knowledgeable, digitally literate, effective communicator, motivated, potential leader; and Successful - autonomous, incisive, creative, resilient and daring.</p>			

Module Delivery Method	On-Campus¹	Hybrid²	Online³	Work -Based Learning⁴
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London	<input checked="" type="checkbox"/> Online / Distance Learning	

¹ Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

² The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

³ Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

⁴ Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

		<input type="checkbox"/> Paisley	<input type="checkbox"/> Other (specify)			
Terms for Module Delivery	Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
L1	Demonstrate a critical understanding of the philosophical and epistemological assumptions of health and social care research.
L2	Critically analyse implications for styles, strategies and methods of research used in health and social care.
L3	Critically appraise ethical considerations taking into account research governance.
L4	
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF 11</p> <p>Demonstrating a critical understanding of contemporary theory, principles and concepts in relation to research design and methods.</p> <p>Demonstrating a critical awareness of current issues within their sphere of practice.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF 11</p> <p>Relating key components of research design and methods principles to one's own domain of work or clinical practice.</p> <p>Demonstrating creativity in the application of theoretical concepts to enhance an evidence-base for work or practice within the health and social care contexts.</p>
Generic Cognitive skills	<p>SCQF 11</p> <p>Developing creative and original responses to presenting problems and issues in relation to ethical principles and research governance.</p> <p>Critically reflecting upon and appraising the effective design of research projects to enhance organisational decisions.</p>
Communication, ICT and Numeracy Skills	<p>SCQF 11</p> <p>Communicating with a range of audiences and professionals.</p> <p>Evaluating a range of appropriate methods and tools to facilitate appropriate quantitative or qualitative data collection and analysis.</p> <p>Demonstrating skills of critical thinking and writing.</p> <p>Utilising a wide range of software to locate, retrieve, evaluate and incorporate evidence into practice.</p> <p>Critically evaluating a wide range of numerical and graphical data.</p>

Autonomy, Accountability and Working with Others	<p>SCQF 11</p> <p>Exercising substantial autonomy and initiative in academic activities.</p> <p>Working in ways that are reflective, critical and analytical to facilitate and enhance research and effective clinical developments, taking responsibility for own work.</p> <p>Dealing with complex ethical issues related to research in health and social care settings.</p>
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Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	36
Asynchronous Class Activity	20
Tutorial / Synchronous Support Activity	8
Personal Development Plan	6
Independent Study	130
Please select	
TOTAL	200

Indicative Resources
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Aveyard, H. (2019) Doing a literature review in health and social care: A practical guide. 4th edn. London : Open University Press, McGraw-Hill Education, 2019. (ebook)</p> <p>Burns, S. & Grove, S. (2018) Understanding nursing research. 7th edn. Oxford: Elsevier. (ebook)</p> <p>Bauce, L & Fitzpatrick, J.J. (2018) Nursing research critique: A model for excellence. New York: Springer. (ebook)</p>

Coughlan, M. & Cronin, P. (2017) Doing a literature review in nursing, health and social care. 2nd edn. London: Sage.

Creswell, J. (2013) Research Design: Qualitative, Quantitative and Mixed Method Approaches. 4th edn. London: Sage Publications.

Gerrish, K. & Lacey, A. (eds) (2015) The Research Process in Nursing. 7th edn. Oxford: Wiley-Blackwell. (ebook)

Glasper, A. & Rees, C. (2016) Nursing and healthcare research at a glance. Oxford: Wiley Blackwell. (ebook)

Gray, J. R. & Grove, S.S. (2016) Burns and Grove's The practice of nursing research. 8th edn. Oxford, Elsevier. (ebook)

Holloway, I. & Wheeler, S. (2016) Qualitative Research in Nursing and Healthcare, 4th edn. Oxford: Wiley-Blackwell.

Moule, P. (2018) Making sense of research in nursing, health and social care. 6th edn. London: Sage.

Parahoo, K. (2014) Nursing Research: Principles, Process and Issues. 3rd edn. Hampshire: Palgrave. (ebook)

Polit, D. & Beck, C. T. (2018) Essentials of Nursing Research: appraising evidence for nursing practice. 9th edn. Philadelphia: Lippincott Williams.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#), Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Students are defined as academically engaged if they are regularly taking part with timetabled teaching sessions and course-related learning resources, including those on the relevant learning platform, and completed assessments.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment

for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Mental Health Nursing Midwifery Health
Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.
School Assessment Board	Health
Moderator	S. Struzik
External Examiner	M. Journeaux
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Written assignment 4500 words (100% weighting)

Assessment 2

Assessment 3

(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100	0

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	hours

Change Control

What	When	Who