

## Session: 2023/24

<b>Title of Module: Research for Health &amp; Social Care</b>			
<b>Code: MIDW11003</b>	<b>SCQF Level: 11</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Health and Life Sciences		
<b>Module Co-ordinator:</b>	Stuart Telfer		
<b>Summary of Module</b>			
<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 <b>UWS Graduate Attributes: Universal</b> - critical thinking, analytical, inquiring, culturally aware, emotionally intelligent, ethically-minded, collaborative, research-minded and socially responsible; <b>Work-Ready</b> - knowledgeable, digitally literate, effective communicator, motivated, potential leader; and <b>Successful</b> - autonomous, incisive, creative, resilient and daring.</p>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>HybridO</b>	<b>Work-based Learning</b>
✓		✓			
<p><b>Face-To-Face</b> Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p><b>Blended</b> A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered “blended” if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p><b>Fully Online</b> Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p><b>HybridC</b> Online with mandatory face-to-face learning on Campus</p> <p><b>HybridO</b> Online with optional face-to-face learning on Campus</p> <p><b>Work-based Learning</b> Learning activities where the main location for the learning experience is in the workplace.</p>					

Campus(es) for Module Delivery						
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
			✓		✓	
Term(s) for Module Delivery						
(Provided viable student numbers permit).						
Term 1		Term 2	✓	Term 3		

Learning Outcomes: (maximum of 5 statements)	
On successful completion of this module the student will be able to: 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.	
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)	SCQF Level 11. Demonstrating a critical understanding of contemporary theory, principles and concepts in relation to research design and methods. Demonstrating a critical awareness of current issues within their sphere of practice.
Practice: Applied Knowledge and Understanding	SCQF Level 11. Relating key components of research design and methods principles to one's own domain of work or clinical practice. Demonstrating creativity in the application of theoretical concepts to enhance an evidence-base for work or practice within the health and social care contexts.
Generic Cognitive skills	SCQF Level 11. Developing creative and original responses to presenting problems and issues in relation to ethical principles and research governance. Critically reflecting upon and appraising the effective design of research projects to enhance organisational decisions.
Communication, ICT and Numeracy Skills	SCQF Level 11. Communicating with a range of audiences and professionals. Evaluating a range of appropriate methods and tools to facilitate appropriate quantitative or qualitative data collection and analysis. Demonstrating skills of critical thinking and writing. Utilising a wide range of software to locate, retrieve, evaluate and

	incorporate evidence into practice. Critically evaluating a wide range of numerical and graphical data.	
Autonomy, Accountability and Working with others	SCQF Level 11. Exercising substantial autonomy and initiative in academic activities. Working in ways that are reflective, critical and analytical to facilitate and enhance research and effective clinical developments, taking responsibility for own work. Dealing with complex ethical issues related to research in health and social care settings.	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\* Indicates that module descriptor is not published.

<b>Learning and Teaching</b>
<p>This module is delivered using a combination of blended and online learning reflecting a hybrid approach (including international students) via face-to-face delivery as well as by fully distance learning via the Virtual Learning Environment (VLE).</p> <p>Online delivery: In this mode of delivery students are learning fully online and take part in a range of on-line student centred activities with the lecturer and student peers, via the VLE. Distance learning students have access to direct individual and tutorial support from their tutors and directed learning via the VLE system. This will be aided by asynchronous online VLE discussion boards; virtual learning activities; tutorials (online synchronous); directed wider reading including access to electronic library, e-books and links to external documents, government reports, international and national research, policies and protocols. The learning activities for on-line delivery are:</p> <p>Core Content = 36 hrs Independent Study = 130 hrs directed / independent study Asynchronous Class Activity = 20 hrs Tutorial Support = 8 hrs PDP = 6 hrs</p> <p>Blended delivery: In this mode of delivery students will attend classes and take part in a range of face-to-face student centred activities with the lecturer and class peers. The module materials will be those utilised by fully online students to ensure parity of experience. These students will have access to direct individual and tutorial support from their tutors and will be directed to wider reading, including access to electronic library, books and links to external documents, government reports, international and national research, policies and protocols. This will be aided by discussion, classroom activities and tutorials. They will also have access to the VLE as a mechanism for communication, resources and dissemination of information (see Learning Activities below).</p> <p>Irrespective of delivery, all students will be expected to work through the module materials via the VLE, independently. This will assist in enhancing skills of communication, presentation, problem-solving and critical reflection of themselves and participation in informed face-to-face, or, on-line discussions on developing a research question/hypothesis, paradigms, research</p>

data collection and analysis methods, ethical issues and research governance and other related topics.

Module content reflects societal diversity and a rights-based approach to practice. To promote accessibility, anticipatory adjustments have been made to teaching and learning strategies eg availability of electronic copies of lecture materials. Further reasonable adjustments can be made for students who have been assessed as requiring specific adjustments eg, specialised equipment for studying eg, specialised software.

<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	36
Independent Study	130
Asynchronous Class Activity	20
Tutorial/Synchronous Support Activity	8
Personal Development Plan	6
	200 Hours Total

**\*\*Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

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)

Burns, S. & Grove, S. (2018) Understanding nursing research. 7th edn. Oxford: Elsevier. (ebook)

Bauce, L & Fitzpatrick, J.J. (2018) Nursing research critique: A model for excellence. New York: Springer. (ebook)

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: Wylie-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)

### Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

## Supplemental Information

<b>Programme Board</b>	Midwifery & Specialist Nursing
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	Mental Health & Midwifery 9-11
<b>Moderator</b>	Sarah Struzik
<b>External Examiner</b>	M Lees
<b>Accreditation Details</b>	
<b>Version Number</b>	3.14

### Assessment: (also refer to Assessment Outcomes Grids below)

Formative: During weeks 4-6, students will be asked to submit an outline for their main assignment. Feedback will be provided on content and academic writing.

Summative: 4,500 word assignment.

100% weighting

Pass mark in line with university regulations.

(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 Handbook.)

## Assessment Outcome Grids (Footnote A.)

Component 1						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Essay	✓	✓	✓	100	0	
<b>Combined Total For All Components</b>				100%	0 hours	

### Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

### Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note). This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

## Equality and Diversity

The School of Health and Life Sciences believes that education and practitioner diversity are central to achieving quality of care.

Within the module, quality of care, inclusiveness and employability are achieved by:

- Provision of a welcoming and supportive culture that promotes accessibility and equal opportunities to students and prospective students.
- Promotion of confidence and knowledge of their rights as a student and employee.
- Promotion of respect and knowledge of client diversity, their needs, rights and associated practitioner responsibilities.

The above aims, supported by staff belief in fairness and equal opportunities, guide content, teaching and learning, assessment and evaluation.

Disability disclosure is encouraged throughout recruitment, selection and throughout the duration of this module. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced.

To enable the module to be responsive to the demand for equality and diversity, procedures and processes have been subject to Equality Impact Screening and where appropriate Equality Impact Assessment. Evaluation by all key stakeholders through the life of the module is also central to meeting commitments.

Further detail is available in the specific section of the Programme Specification.

[UWS Equality and Diversity Policy](#)

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