



Module Descriptor

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| Title | Research for Health & Social Care | | |
| Session | 2025/26 | Status | Published |
| Code | MIDW11003 | SCQF Level | 11 |
| Credit Points | 20 | ECTS (European Credit Transfer Scheme) | 10 |
| School | Health and Life Sciences | | |
| Module Co-ordinator | Stuart 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> | | | |

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| Module Delivery Method | On-Campus¹ <input checked="" type="checkbox"/> | Hybrid² <input type="checkbox"/> | Online³ <input checked="" type="checkbox"/> | Work -Based Learning⁴ <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

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| | | <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 | |
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| 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 | |
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| SCQF Headings | During completion of this module, there will be an opportunity to achieve core skills in: |
| Knowledge and Understanding (K and U) | SCQF 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 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 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 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. |

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| Autonomy, Accountability and Working with Others | SCQF 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. |
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| Prerequisites | Module Code | Module Title |
|---------------|--------------|--------------|
| | Other | |
| Co-requisites | Module Code | Module Title |

| Learning and Teaching |
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| <p>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.</p> <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.</p> <p>On Campus 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 data collection and analysis methods, ethical issues and research governance and other related topics.</p> <p>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.</p> |

| Learning Activities | Student Learning Hours |
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| 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 |
| n/a | |
| TOTAL | 200 |

| Indicative Resources |
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| <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> <p>Coughlan, M. & Cronin, P. (2017) Doing a literature review in nursing, health and social care. 2nd edn. London: Sage.</p> <p>Creswell, J. (2013) Research Design: Qualitative, Quantitative and Mixed Method Approaches. 4th edn. London: Sage Publications.</p> <p>Gerrish, K. & Lacey, A. (eds) (2015) The Research Process in Nursing. 7th edn. Oxford: Wylie-Blackwell. (ebook)</p> <p>Glasper, A. & Rees, C. (2016) Nursing and healthcare research at a glance. Oxford: Wiley Blackwell. (ebook)</p> <p>Gray, J. R. & Grove, S.S. (2016) Burns and Grove's The practice of nursing research. 8th edn. Oxford, Elsevier. (ebook)</p> <p>Holloway, I. & Wheeler, S. (2016) Qualitative Research in Nursing and Healthcare, 4th edn. Oxford: Wiley-Blackwell.</p> <p>Moule, P. (2018) Making sense of research in nursing, health and social care. 6th edn. London: Sage.</p> <p>Parahoo, K. (2014) Nursing Research: Principles, Process and Issues. 3rd edn. Hampshire: Palgrave. (ebook)</p> <p>Polit, D. & Beck, C. T. (2018) Essentials of Nursing Research: appraising evidence for nursing practice. 9th edn. Philadelphia: Lippincott Williams.</p> <p>(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)</p> |

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

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| 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 | MHMH L9-11 |
| Moderator | Debbie Waddell |
| External Examiner | G Truscott |
| Accreditation Details | |
| Module Appears in CPD catalogue | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Changes / Version Number | 2 |

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Written assignment 4500 words (100% weighting)

Assessment 2

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| Assessment 3 |
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| (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 |
| Essay | <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% | 0 hours |

Change Control

| What | When | Who |
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