Module Descriptor

Title	Research for Health & Social Care		
Session	2026/27	**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

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.

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.

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.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☐	☒	☐

Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London	☒ 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

			☐ Paisley		☐ Other (specify)	
Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☒
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

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)	**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.

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.

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. 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). 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. 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). 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. 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.

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

Indicative Resources

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)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, if you are studying F/T, there is an on-campus expectation. You are expected to attend these campus sessions each week to keep up with the module page and learning material. If you are studying P/T, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with online learning activities in your own time, course-related learning resources, engaging with scheduled live sessions online, and with timely completion and submission of assessments. Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate and complete your self-directed learning activities in a timely manner. It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities.

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	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **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	☐ **Yes** ☒ **No**
Changes / Version Number	2

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**
Essay	☒	☒	☒	☐	☐	100	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	**When**	**Who**