

**Session: 2022/23**

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<b>Title of Module: Research and Practice</b>			
<b>Code: NURS11160</b>	<b>SCQF Level: 11</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 60</b>	<b>ECTS: 30</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Health and Life Sciences		
<b>Module Co-ordinator:</b>	Garry Collins		
<b>Summary of Module</b>			
<p>Research and Practice is a theory and practice module which will enable students to consolidate their prior knowledge and understanding of the research process from their undergraduate studies as well as the MSc Nursing Programme. Students will advance and develop a comprehensive understanding of the whole research/enquiry process, including ethical, legal and professional issues; how to design a project, handle data and undertake research.</p> <p>The syllabus for the research component of this module will involve the student examining the epistemological, ethical and ontological foundations of the main research paradigms used in healthcare. This will culminate in the design of a dissertation that is linked to a contemporary area of healthcare that requires further investigation. Students are encouraged to consider how their project aligns with key national and strategic clinical drivers, e.g. person-centred care, digital health, improving quality and patient safety.</p> <p>The syllabus for the practice component of this module places a central focus on the challenges in relation to the provision and management of safe and effective holistic nursing care to individuals with complex health care needs, including communication, decision making, leadership, management and organisational dynamics.</p> <p>Both components of the module not only enable the student to advance their knowledge and understanding of research and clinical practice but develop a wide range of transferrable skills. These include the skills of critical appraisal, the ability to synthesise complex information, critically reflect, leadership, decision making and team working.</p> <ul style="list-style-type: none"><li>• This module consists of an eight week theory element which supports two 12 week practice learning experiences with review and support.</li><li>• The student will review and critically evaluate research and wider evidence to promote quality improvement. This will also include examination of research methodologies, critical appraisal tools and ethical, legal and professional issues associated with research.</li><li>• The role of resilience as well as the management of self and others within organisations will be examined along with clinical decision-making and quality improvement. Specific Annexe A &amp; B skills for this module are detailed in the programme skills schedule and pre-load is related to include Leadership theories, teaching and learning approaches, clinical supervision facilitation skills, case management skills.</li><li>• Ongoing academic support and development will be offered as part of the Tutorial/Synchronous Support activity and Personal Development Planning. This will be further supported by personal tutors providing dissertation supervision.</li><li>• From a clinical perspective the module will enable the student to advance their communication, decision making and reasoning skills as they transition to become a registered nurse, including the role of practice supervisor and the ability to progress to a prescribing qualification following registration.</li></ul>			

- Students will also be required to show evidence of achievement of all NMC Platforms, proficiencies and skills required to become a registered nurse.
- Programme threads of Suicide and Self Harm (Mental Health students only), Learning Disability, CAMHS (Mental Health students only), Dementia, Law and Safeguarding, Digital Health Technology, Palliative and End of Life Care, Compassion and Trauma will inform the module content.

### Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				

#### Face-To-Face

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

#### Blended

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

#### Fully Online

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.

#### HybridC

Online with mandatory face-to-face learning on Campus

#### HybridO

Online with optional face-to-face learning on Campus

#### Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

### Campus(es) for Module Delivery

The module will **normally** 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).

### Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

L1. Define and critically appraise a contemporary nursing practice topic that requires further development whilst demonstrating an in-depth knowledge of the main research paradigms, methods and designs through the review and critical evaluation of research literature and wider evidence.

L2. Critically analyse the mechanisms that can be used to influence organisational change and public policy, demonstrating an in-depth knowledge and understanding of the local, national and global political agenda that impacts on contemporary health care delivery.

L3. Demonstrate a critical understanding of the potential challenges to the provision and management of safe and effective holistic nursing care to individuals with complex health care needs.

L4. Critically appraise the principles of effective leadership, organisational and group dynamics and culture and their impact on quality improvement and care delivery.

L5. Critically reflect and provide evidence of the achievement of the NMC (2018) standards for pre-registration Nursing education in the context of managing complex health care needs (field specific).

**Employability Skills and Personal Development Planning (PDP) Skills**

<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF Level 11.</p> <p>Demonstrating a comprehensive knowledge and understanding of research and quality improvement methodologies to conceptualise a contemporary issue/topic in nursing.</p> <p>Demonstrating a comprehensive knowledge and understanding of epistemology, ontology and the main research paradigms</p> <p>Demonstrating knowledge and understanding of the moral, ethical and professional considerations associated with research and improvement methods</p> <p>Demonstrating a critical understanding of the principles of effective leadership, management, group and organisational dynamics; culture and its impact on research/quality improvement and care delivery.</p> <p>Demonstrating an in-depth knowledge and understanding of the local, national and global political agenda within the students' specific field of nursing which impacts on contemporary health care.</p> <p>Demonstrating a comprehensive understanding of the needs and challenges of people with complex health care needs (field specific).</p> <p>Demonstrating a comprehensive understanding of how to provide, manage and make clinical decisions based on the complex needs of people in their care.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11.</p> <p>Utilising literature search strategies and appraisal skills to critically evaluate the evidence base of the chosen topic/issue, including the implications of the findings for practice.</p> <p>Synthesising complex information and communicate this in academic terms.</p> <p>Applying critical thinking techniques related to nursing practice when working in a variety of dynamic care environments.</p> <p>Designing a research project which addresses a recognised need for change or improvement.</p> <p>Critically evaluating safe, effective, evidence-based nursing care by utilising appropriate management strategies, including communication, decision making, problem solving and quality assurance techniques</p> <p>Recognising and knowing how to respond to the complex, unpredictable needs of an individual, and formulate clinical decisions based on this information.</p> <p>Applying knowledge from a variety of sources to explore the challenges and complexities linked to the transitional period of becoming a registered nurse.</p> <p>Reflecting on one's experience of clinical practice and evaluate the achievement of the NMC (2018) standards for pre-registration Nurse Education.</p>
Generic Cognitive skills	SCQF Level 11.

	Analysing and synthesising of a wide range of complex information Critically thinking about the application of evidence to practice Problem solving and reflecting on ones responses to different problems and issues with varying levels of complexity.	
Communication, ICT and Numeracy Skills	SCQF Level 11. Demonstrating safe and effective professional communication within an interprofessional and/or multidisciplinary team; and show collaboration with individuals, families and carers. Demonstrating safe and effective decision making in the management of complex health care needs. Demonstrate numeracy and drug calculations through the ongoing engagement with safeMedicate™ and proficiencies in clinical practice. Use ICT and digital information technologies to source, extract, describe, communicate and make decisions in multiple health contexts.	
Autonomy, Accountability and Working with others	SCQF Level 11. Working independently to produce a project proposal Working with guidance from a supervisor and clinical experts to progress study and clinical competencies. Organising and managing time taking account of own and others responsibilities. Working within ethical and professional boundaries. Leading and evaluating safe and effective nursing care with increasing levels of autonomy. Recognising and knowing how, when and why to respond to the complexities and unpredictability of an individuals health care needs.	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b> NURS11155 NURS11159 NURS11156	<b>Module Title:</b> <a href="#">Managing Holistic Care</a> <a href="#">Managing Mental Health Care</a> <a href="#">Resilience in Health</a>
	<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>
A variety of learning and teaching methods will be used to facilitate achievement of the learning outcomes. Aula is the VLE where all module materials will be hosted. Students will be introduced to a hybrid approach to learning where they will investigate and prepare for tutorials and classes (in person or online) by accessing a wide range of pre-recorded lectures, visual/auditory information and e-learning to introduce them to key concepts and open up key areas for further exploration and development. Learning is further enhanced through the use of self-reflection, action learning, peer evaluation and academic supervision. Extensive and structured e-learning activities will enable students to prepare for practice and develop their critical thinking skills and enable them to synthesise complex information. In addition, students will be prepared to work independently, and supervision will be the main learning and teaching method to support the students to achieve the requirements of the dissertation. Students will be required to undertake a substantial amount of independent learning. The learning and teaching strategies on this module enable the student to further develop their graduate

attributes in terms of critical thinking, self reflection, team working and being autonomous; and developing the skills of resilience. The module hours exceed the norm because of the practice learning component.

<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	48
Tutorial/Synchronous Support Activity	48
Laboratory/Practical Demonstration/Workshop	48
Work Based Learning/Placement	960
Asynchronous Class Activity	30
Personal Development Plan	16
Independent Study	410
	1560 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:

Linsley, P., Kane, R. and Barker, J. H. (2019) Evidence Based Practice for Nurses and Healthcare Professionals. London: Sage.

LoBiondo-Wood, G., Haber, J., and Titler, M. G (2019) Evidence-Based Practice for Nursing and Healthcare Quality Improvement. London: Elsevier.

Textbooks, journal articles, resources and other relevant documents will be signposted to within the module handbook.

(\*\*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](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:

In line with the Academic Engagement and Attendance 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 Aula, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: [Academic engagement and attendance procedure](#).

100% attendance in Practice Placement areas is required by the end of the programme to meet NMC requirements. In this module students may be assessed if at least 70% of the practice learning experience is met.

## Supplemental Information

<b>Programme Board</b>	Mental Health Nursing & IP
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	MHN&IP L9-11
<b>Moderator</b>	Beverley Young
<b>External Examiner</b>	J Turner
<b>Accreditation Details</b>	NMC
<b>Version Number</b>	1.08

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

#### Formative

Students will be asked to submit a one-page overview (no more than 500 words) outlining their area of interest in nursing or health care

#### Summative

The summative assessment of this module is divided into two parts

##### Part I (theory)

Students will submit a 15,000 word dissertation based on a contemporary issue/topic specific to the students' field of nursing. Requirements of the dissertation are outlined in the Module Handbook.

safeMedicate engagement and evidence of 100% pass must be achieved prior to the end of this module

##### Part II (PLE 5)

Successful completion of a practice learning experience as evidenced by portfolio completion is achieved at a pass. In accordance with NMC (2018) no compensation is permitted across theory and practice, therefore all components of assessment must achieve a pass for an overall pass mark to be awarded. Each component of assessment must be passed. This is to comply with NMC Standards for Nursing and Midwifery Education (2018). This is an exception to the UWS regulatory framework.

##### Part III (PLE 6)

Successful completion of a practice learning experience as evidenced by portfolio completion is achieved at a pass. In accordance with NMC (2018) no compensation is permitted across theory and practice, therefore all components of assessment must achieve a pass for an overall pass mark to be awarded. Each component of assessment must be passed. This is to comply with NMC Standards for Nursing and Midwifery Education (2018). This is an exception to the UWS regulatory framework.

(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.)

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Dissertation/ Project report/ Thesis	✓	✓	✓	✓		100	0
<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Performance/ Studio work/ Placement/ WBL/ WRL assessment					✓	0	0
<b>Component 3</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Performance/ Studio work/ Placement/ WBL/ WRL assessment					✓	0	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):

- More than one assessment method can be used to assess individual learning outcomes.
- 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

For students who have disclosed a disability, the UWS Disability Service (DS) will assess the individual's strengths and support needs and then forward a Student Support Form to the appropriate DS Co-ordinator who will circulate the form to all of the relevant teaching staff. 'Reasonable adjustments' may include adapted or specialised clinical equipment (e.g. electronic stethoscope, coloured overlays) or further specialist assessment or support (e.g. assessment by an Educational Psychologist, extended time for presentations or assessments). If funding is required, this can be organised by the DS and funded by the School. Reasonable adjustments, in line with DS recommendations for the assessment of the individual student can be assured.

This module also has a practice element and takes account of the Nursing and Midwifery Council's statement on reasonable adjustments (NMC 2019) (<https://www.nmc.org.uk/globalassets/sitedocuments/eandd/reasonable-adjustments-policy.pdf>). In particular section 23: "The (Equality) Act 2010 makes it clear that it is not discriminatory to apply competence standards (which include our Code, our revalidation and our education standards) to a disabled person. As a professional regulator responsible for protecting the public, it would not be right for us to adjust these standards. However, we can make reasonable adjustments to assist nurses, midwives and nursing associates in meeting our standards.

### [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)