University of the West of Scotland

Module Descriptor

Title of Module: Evidence, Research and Academic Skills

Code: HLTH08001	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Umma Suleiman		

Summary of Module

This module has the dual role of introducing students to evidence-based care, research enquiry and academic skills. Students will begin to understand and evaluate a range of information related to health and social care questions and to develop skills to enable them to present information and data professionally using a range of digital mediums.

Students will be introduced to the concept of evidence and its importance in health and social care. This will include exploration of the term evidence, types of evidence, the research process and research approaches commonly used to answer health and social care questions. Students will learn how to use health and social care related databases to find evidence and appraise the evidence found.

Using the evidence and research content as core learning students will be supported to have the ability to present information about evidence and research with accuracy and clarity. To achieve this, students will be exposed to a range of study skills approaches to enhance their critical thinking and critical writing and to supplement their ability to use current evidence to support their ideas.

The module is suitable for those currently working or aspiring to work in health and social care and aims to promote global citizenship and graduateness for all students regardless of geography or employment status.

The acquisition of UWS graduate attributes (Universal, Work-ready and Successful) is central to the module content. Specifically, this module creates graduates that are: creative and imaginative critical thinkers, analytical problem solvers, research minded and digitally literate.

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).

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. Discuss the term evidence-based practice, types of evidence and the importance of evidence-based practice in health and social care

L2. Recognise relevant research and appraise its usefulness to health and social care questions

L3. Present accurate and comprehensive information about evidence and research related to health and social care

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 8. Knowledge of the types of evidence that can be used to underpin health and social care delivery; Understanding of the appropriateness of different types of evidence in relation health and social care questions.
Practice: Applied Knowledge and Understanding	SCQF Level 8. Applying knowledge of evidence and research to answer healthcare questions; Applying academic skills to the presentation of research appraisals.
Generic Cognitive skills	SCQF Level 8. Developing skills to systematically analyse individual pieces of research evidence; Identifying a range of approaches to evaluate research literature and health and social care questions.
Communication, ICT and Numeracy Skills	SCQF Level 8. Understanding of how to find evidence from relevant databases and other electronic sources; Identifying and accurately interpreting and presenting a range of data.

Autonomy, Accountability and Working with others	SCQF Level 8.
	Working with others in a way that recognises the contribution of self and peers;
	Being accountable for the accuracy and clarity of written work and its application to health and social care practice.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

* Indicates that module descriptor is not published.

Learning and Teaching

This module is delivered by blended learning utilising a Virtual Learning Environment (VLE).

Blended learning students will participate in a range of classroom activities supported by the quality assured resources received by online students. Blended learning students have access to direct individual and tutorial support from their tutors and will be directed to wider reading, including access to electronic library and books.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	10
Tutorial/Synchronous Support Activity	20
Asynchronous Class Activity	6
Personal Development Plan	6
Independent Study	158
	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:

Core Year Text: McCormack, B., McCance, T., Brown, D., McMillan, A. and Martin S. (2020) Fundamentals of Person-centred Care: Principles and Practice for Healthcare Students [Electronic book]. Chichester: Wiley Blackwell.

There is no core text for this module. The following e-books are considered essential reading:

Aveyard, H. and Sharp, P. (2017) A Beginner's Guide to Evidence Based Practice [Electronic book]. Maidenhead: Open University Press.

Cottrell, S. (2019) The Study Skills Handbook (5th Ed) [Electronic book] London: Red globe Press.

Jolley, J. (2020) Introducing Research and Evidence-based Practice for Nursing and Healthcare Professionals (3rd Ed) [Electronic book]. Abingdon: Routledge.

In addition to these texts students will be directed to a wide range of international, national and local information to support the module content and learning outcomes.

(**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: Attendance at synchronous sessions (lectures, workshops, and tutorials), completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module.

Supplemental Information

Programme Board	Biological Sciences and Health
Assessment Results (Pass/Fail)	No
Subject Panel	Health L7-11
Moderator	Elaine Stevens
External Examiner	P Anyanwu
Accreditation Details	None
Changes/Version Number	1.04 Equality and engagement text amended, term of delivery selected.

Assessment: (also refer to Assessment Outcomes Grids below)

Summative Assessment (overall 3000 words): The Two Components are worth 100% of the module assessment

Component 1
Students will develop an infographic to depict the importance of evidence-based practice. (900 words - 30% of the module total).

Component 2
Students will complete a written appraisal of a published research study. The study being appraised will be selected by the module tutoring team.(2100 words - 70% of the module total).

(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
Demonstrations/ Poster presentations/ Exhibitions	✔		✔	30	0

Component 2

Assessment Type	Learning	Learning	Learning	Weighting	Timetabled

(Footnote B.)	Outcome (1)	Outcome (2)	Outcome (3)	(%) of Assessment Element	Contact Hours
Review/ Article/ Critique/ Paper		✓	✓	70	0
		Combined Total For All Components		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

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.
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)