Module Descriptor

Title	Critical Research Appraisal New		
Session	2026/27	**Status**	Published
Code	HLTH09004	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Bryan Mitchell		

Summary of Module

Having the ability to critically review research evidence to determine its credibility and provenance is a core graduate attribute. In addition, health and social care professionals regardless of their geographical location or place of employment are required to provide person-centred, culturally sensitive, evidence based care. As such individual professionals across the world should be able to discuss the availability of new research evidence to their work colleagues and others in order to ensure the right care is given to the right patient as the right time.

This module aims to develop knowledgeable and research-minded graduates who have an in-depth understanding of the research process and are analytical and inquiring and able to think critically. The module also equips students with the ability to make use of the best evidence within their practice and/or improve care throughout their working lives. This will enable students to work toward the UWS graduate attributes of being universal, work-ready and successful. This module also leads students into their honours award by providing them with the knowledge and skills to successfully complete their dissertation.

This module aims to contribute to the following I am UWS graduate attributes:

Universal: inquiring and critical thinking,

Work ready: digitally literate, problem solving,

Successful: creative and imaginative.

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☒	Online[3] ☒	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☒ London ☒ Paisley	☒ Online / Distance Learning ☒ Other (specify) New College Lanarkshire	

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	Evaluate the main research methods and designs relevant to the wider health and social care and public services research contexts.
L2	Critically reflect on the use of online database searching strategies and the implications of the quality and quantity of research retrieved on the specific area of enquiry.
L3	Critically appraise published research studies with particular reference to their methodological strengths and limitations and their influence on the evidence base.
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 9** Understanding the research process and the characteristics of the main research approaches; Understanding the processes involved in undertaking a literature search.
Practice: Applied Knowledge and Understanding	**SCQF 9** Using appraisal skills to evaluate research and its potential contribution to evidence based practice;

[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

Generic Cognitive skills	**SCQF 9** Employing critical analysis skills to appraise studies and the issues involved in applying the findings to practice; Appraising key elements of research design including concepts of sampling, data collection, data analysis, reliability, validity and ethics.
Communication, ICT and Numeracy Skills	**SCQF 9** Making effective use of information technology and other sources to retrieve information; Interpreting and evaluating numerical and graphical data when appraising research literature; Promote global citizenship to enable the discussion of best practice in research appraisal.
Autonomy, Accountability and Working with Others	**SCQF 9** Working effectively with other module participants during group or online activities; Identifying and addressing their own learning needs for future professional practice; Recognising ethical and professional issues arising from emerging research.

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. Hybrid Delivery: In a hybrid delivery model students will be exposed to a range of synchronous and asynchronous group and personal activities online or in the classroom. This will be supplemented with a series of online learning units that present students with the core learning content for the module. Fully online delivery: In a fully online delivery model students will be exposed to a series of online learning units that contain the core learning content for the module. These will require students to take part in a range of asynchronous personal and group learning activities. These will be supplemented with synchronous online learning events.	
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	20

Tutorial / Synchronous Support Activity	10
Personal Development Plan	6
Asynchronous Class Activity	6
Independent Study	158
n/a	
TOTAL	200

Indicative Resources

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

Aveyard, H. (2023) Doing a Literature Review in Health and Social Care. A Practical Guide (5th Ed). Maidenhead, McGraw Hill.

Aveyard, H., Sharp, P. and Wooliams, M. (2015) A Beginners Guide to Critical Thinking and Writing in Health and Social Care. Maidenhead, McGraw Hill.

Gerrish, K. and Lathlean, J. (2015) The Research Process in Nursing. Chichester: John Wiley.

Glasper, A. and Rees, C. (2017) Nursing and Healthcare Research at a Glance. Chichester: John Wiley.

Greenhalgh, T. (2019) How to Read a Paper: The Basis for Evidence Based Medicine and Heathcare (6th Ed). Chichester: John Wiley.

Walker, J., Almond, P. (2010) Interpreting Statistical Findings: A Guide for Health Professionals and Students. Maidenhead: Open University Press

In addition to these texts students will be directed to a range of contemporary 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)

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:

In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, 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 in all scheduled live classes 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 and live classes.

We may reach out to check how things are going and offer support if we observe that your attendance and engagement is lower than expected that is in line with the school policy.

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	**Biological Sciences 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	Health
Moderator	Constantina Papadopoulou
External Examiner	A Lannie
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Online Class Test (30% of Overall Module Mark).
Assessment 2
Written Critical Appraisal 1900 words (40% of Overall Module Mark).
Assessment 3
Online Database Search Report PICO 1250 words (30% of Overall Module Mark).
(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**
Class test (written)	☒	☐	☒	☐	☐	30	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Review/ Article/ Critique/ Paper	☒	☐	☒	☐	☐	40	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Report of practical/ field/ clinical work	☐	☒	☐	☐	☐	30	0
Combined total for all components						100%	0 hours

Change Control

What	When	Who
indicative reading module coordinator	27/11/2024	Elaine Stevens