

Module Title:	Research Methods	Level:	7	Credit Value:	20
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Module code:	BMS708	New Existing X	Code of module being replaced:	NA
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Cost Centre:	GANG	JACS3 code: HECoS code:	F165 100265
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Trimester(s) in which to be offered:	1/2	With effect from:	February 19
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Faculty:	Social and Life Sciences	Module Leader:	Dr Nicola Lloyd-Jones
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Scheduled learning and teaching hours	21 hrs
Guided independent study	179 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
MSc Advanced Clinical Practice (Therapies)	✓	
MSc Advanced Clinical Practice	✓	
MSc Health Sciences	✓	
MSc Health Sciences (Healthcare Leadership)	✓	
MSc Health Sciences (Therapies)	✓	
MSc Health and Social Care (Community Specialist Practice)	✓	
Post Graduate Diploma in Community Specialist Practice (Community Children's Nursing)	✓	
Post Graduate Diploma in Community Specialist Practice (District Nursing)	✓	
MSc Biomedical Science	✓	
MRes Applied Biomedical Sciences Research	✓	
MRes Applied Clinical Research	✓	

Pre-requisites
N/A

Office use only
Initial approval January 19
APSC approval of modification
Have any derogations received SQC approval?

Version 1
Yes ✓ No

Module Aims
To introduce students to critically evaluate research methods through the development of understanding of the philosophical, practical and ethical concepts of research and research methodology within the context of health and society.

Intended Learning Outcomes			
Key skills for employability			
KS1 Written, oral and media communication skills			
KS2 Leadership, team working and networking skills			
KS3 Opportunity, creativity and problem solving skills			
KS4 Information technology skills and digital literacy			
KS5 Information management skills			
KS6 Research skills			
KS7 Intercultural and sustainability skills			
KS8 Career management skills			
KS9 Learning to learn (managing personal and professional development, self-management)			
KS10 Numeracy			
At the end of this module, students will be able to		Key Skills	
1	Articulate the purpose and context of research and the basis for selecting appropriate research methodology and designs.	KS1	KS3
		KS4	KS5
		KS6	KS9
2	Demonstrate critical awareness of the philosophical and conceptual traditions of quantitative and qualitative research within the context of health and society.	KS1	KS3
		KS4	KS5
		KS6	KS7
3	Critically explain the range of research method options available for community and health related research	KS1	KS2
		KS3	KS4
		KS6	KS7
4	Review and critically appraise published research, including systematic reviews, and interpretation of new research in the context of existing knowledge.	KS1	KS3
		KS4	KS5
		KS6	KS7
5	Formulate an answerable research question with appropriate research aims, objectives and methods in order to demonstrate critical appreciation of ethical research practice.	KS1	KS3
		KS4	KS5
		KS6	KS7

Transferable/key skills and other attributes

Interpretation and communication of information, knowledge and statistics about health and wellbeing.

Critical appraisal of published articles, health service and social care related reports and documents in the context of health and society.

Research, investigative and problem-solving skills.

Decision making and independent thought.

Derogations

The following derogation will apply for students undertaking the MSc Health Sciences (all routes): Any work submitted which indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will result in overall refer/defer of the module.

In Addition:

Students undertaking the MSc Advanced Clinical Practice (all routes):

There will be no condonement allowed for any assessment, thus all elements of a module must be passed.

Assessment: Please give details of indicative assessment tasks below.

Assessment is summative by means of a literature review and research proposal forming a coherent written assignment. It is anticipated that the student will work on their assignment from a very early stage in the module and be able to present their proposed question addressing a problem from practice at the end of the module.

A brief review of current research literature will offer an opportunity for developing an argument to support their proposed research project. It is almost inevitable that the piece of work presented for this module will need to be refined to work up to a feasible research design.

Based upon a chosen topic, and suitable for submission for ethical approval, the research question forms the first stage of the research proposal process. It is anticipated that the proposed question will be supported by critical argument and demonstrate understanding about a coherent research design with consistent underpinning rigour.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4,5	Coursework	100%	N/A	4,000

Learning and Teaching Strategies:

The module will be delivered through a mixture of lectures, tutorials and directed private study. Students will discuss and share ideas through student-led seminars and peer group discussion, practical exercises and review of published research.

For the MSc Biomedical Science suite of programmes, including the MRes programmes, on-line learning will consist of blogs, learning diaries, contribution to fora, quizzes and weekly check-ins.

Syllabus outline:

The Research Methods module should provide you with resources that allow you to question 'evidence' at a number of levels. In the first part of the module you will have discussed research 'methodology', which is designed to give you a better understanding of the assumptions that drive research designs. The second part of the module you will have discussed quantitative and qualitative research methods and why they would be chosen to collect your evidence in answer to your particular research question. The remainder of the module encourages exploration of research literature to give you the 'technical' understanding of how the evidence is produced and critically evaluated.

Research Paradigms Research, Methodology Research, Methods Research, Evaluation Research and Professional Ethics, Literature review (systematic and narrative), Qualitative inquiry: Ethnography; Phenomenology; Grounded theory; Action research

Quantitative inquiry: Epidemiology and Statistics, Health Services Evaluation, Service Quality Frameworks, (Audit), Data collection: surveys and questionnaire design; interviews; focus groups; participant observation

The design (proposal) process

Bibliography:

Essential reading

Aveyard, H. (2014) *Doing a Literature Review in Health and Social Care: A Practical Guide* 3rd Ed. Maidenhead: Open University Press.

Denscombe, M. (2012) *Research proposals: A practical guide*. Maidenhead: Open University Press.

Other indicative reading

Cottrell, S. (2017). *Critical thinking skills. Developing effective analysis and argument*. 3rd ed. Basingstoke: Palgrave Macmillan

Guest, G. & Namey, E.E. (eds) (2015) *Public health research methods*. London: Sage Publications.

Harris P. (2002) *Designing and reporting experiments*. Oxford; Open University Press

Holmes D., Moody, P. and Dine, D. (2006) *Research methods for the biosciences*. Oxford; Oxford University Press.

Huck S.W. & Cromier, W.H. (2004) *Reading statistics and research*. Ruxton: Harper Collins

Moule, P. (2015) *Making sense of research in nursing, health and social care* 5th ed. London: Sage. 6th ed. due February 2018.

Parahoo, K. (2014) *Nursing Research Principles, Process and Issues* 3rd ed. London: Palgrave MacMillan.