

MODULE SPECIFICATION PROFORMA

Module Title:	Narratives: Argument and Accountability	Level:	7	Credit Value:	20
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Module code:	NHS784/ NHS784D* *please see derogations section	New Existing	✓	Code of module being replaced:	NURM46
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Cost Centre:	GANG	<u>JACS3</u> code:	B700
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Trimester(s) in which to be offered:	1, 2 & 3	With effect from:	September 16
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School:	Social & Life Sciences	Module Leader:	Nikki Lloyd Jones
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Scheduled learning and teaching hours	40 hrs
Guided independent study	160 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
MSc Advanced Clinical Practice (Therapies)	<input type="checkbox"/>	✓
MSc Advanced Clinical Practice	<input type="checkbox"/>	✓
MSc Health Sciences	<input type="checkbox"/>	✓
MSc Health Sciences (Healthcare Leadership)	<input type="checkbox"/>	✓
MSc Health Sciences (Palliative Care)	<input type="checkbox"/>	✓
MSc Health Sciences (Allied Health)	<input type="checkbox"/>	✓

Pre-requisites
None

Office use only

Initial approval August 16

APSC approval of modification *Enter date of approval*

Version 1

Have any derogations received SQC approval?

Yes No

Module Aims

As well as aiming to develop the students' critical and analytical skills of argument construction, the module aims to encourage the students to become more critically reflective through a narrative method that will strengthen their accountability.

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	Demonstrate a critical awareness of the constitutive relationship between theory and practice contexts	KS3	KS6
		KS8	KS9
2	Critically analyse their own reflexive research as applied in practice	KS1	KS3
		KS5	KS8
		KS9	Corresponding Key Skill
3	Critically and reflectively evaluate their own and other's practices	KS1	KS3
		KS5	KS8
		KS9	Corresponding Key Skill

Transferable/key skills and other attributes

IT, communication skills, decision-making, judgement and leadership

Derogations

Students on MSc Advanced Clinical Practice and MSc Advanced Clinical Practice (Therapies) will be registered on NHS784D and the following derogations will apply:

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.

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.

Students will be required to complete a 5,000 word assignment. The assignment consists of a critical analysis/ discussion of a narrative/ text/ conversation accounted from own practice. The narrative must clearly identify a core argument, demonstrating dialectic perspectives. In addition to the classroom work, students will have access to an online forum discussion site and individual tutorials, to enable them to complete the assignment

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1, 2 & 3	Essay	100%	Click here to enter text.	5,000

Learning and Teaching Strategies:

A series of lead lectures with student presentations and small group tutorials and seminars. Directed learning using library and online resources will be promoted.

Syllabus outline:

The syllabus provides an

- Introduction to sources of knowledge and perception to reveal challenges of argument within the prevailing positivist paradigm.
- Introduction to examples of differing starting premises between influential philosophers (eg. Kuhn vs Popper, Kant vs Bentham, Hobbs vs Rousseau, Foucault vs Lyotard)
- Introduction to narrative enquiry (inc. literary, discursive, formal statement) and analysis as a method of investigation (inc. revealing plots, exploring social commentaries, examining language meaning/interpretation and uses of allegory).
- Identify and discuss common forms of argument.
- Review literature searching and referencing strategies.
- Students will construct their own dialogical argument to reveal more about a situation of their choice, identifying salient issues for further exploration using narrative methodology.
- Review accounts of practice in the classroom to identify core arguments for exploration.
- Strengthen the students/practitioners' ability to become a responsible decision-maker by exploring differences between strategic and operational perspectives/narratives.
- Introduction to the 'narrative turn' to examine how personal and professional perceptions of a situation are revealed.

Identify and challenge examples of ordinary conventions/policies/procedures in practice to discuss potential ideas for influencing change through responsible debate

Bibliography:
Essential reading
<p>Carson, A.M. (2001) "That's another story: Narrative methods and ethical practice" <i>British Journal of Medical Ethics</i> 27: 0-4.</p> <p>Czarniawska, B. (2004) <i>Narratives in Social Science Research</i>. London. Sage Publications.</p> <p>Morrow, D. (2015) <i>A workbook for Argument</i>. New York. Hackett Publishing.</p> <p>Polkinghorne, D. E. (2010) <i>Narrative Knowing and the Human Sciences</i>. New York: NY University Press.</p> <p>Silverman, D. (2013) <i>Doing Narrative Research</i>. London. Sage.</p>
Other indicative reading
<p>Mishler, E. G. (1991) <i>Research Interviewing: Context and Narrative</i>. Cambridge, Mass: Harvard University Press.</p> <p>Wells, K. (2011) <i>Narrative Inquiry</i> Oxford: Oxford University press.</p>