

MODULE SPECIFICATION PROFORMA

Module Title:	Achieving Quality in Healthcare using Applied Research	Level:	5	Credit Value:	20
----------------------	--	---------------	---	----------------------	----

Module code:	NUR507	Is this a new module?	No	Code of module being replaced:	
---------------------	--------	------------------------------	----	---------------------------------------	--

Cost Centre:	GANG	JACS3 code:	B700
---------------------	------	--------------------	------

Trimester(s) in which to be offered:	1	With effect from:	September 17
---	---	--------------------------	--------------

School:	Social & Life Sciences	Module Leader:	Gill Truscott
----------------	------------------------	-----------------------	---------------

Scheduled learning and teaching hours	60 hrs
Guided independent study	140 hrs
Placement	See Programme Specification hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
Bachelor of Nursing (Honours) with Registered Nurse (Adult)	✓	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval December 16

APSC approval of modification *Enter date of approval*

Have any derogations received SQC approval?

Version 1

Yes ✓ No

Module Aims

This module will establish the place of research within evidence based best practice. It aims to identify the fundamental relationship between research and quality issues in healthcare practice and to enable the student to develop a critical understanding of research processes and methods in order to enhance patient/ client care.

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	Evaluate the value and risks of research in healthcare, including its influence on and application to best practice. (NMC PV 9, C&IS 6, NPDM 1, LMTW 1, 2)	KS1	KS6
2	Distinguish research-based evidence from other types of knowledge and information; recognising how current healthcare practice is informed. (NMC PV 7, 9, C&IS 6, NPDM 1)	KS6	
		KS10	
3	Differentiate between qualitative and quantitative approaches to research, comparing and contrasting their relative merits and application to healthcare practice. (NMC LMTW 1, 2)	KS6	
4	Analyse research findings and appraise the strengths and weaknesses of research studies in order to apply to quality issues in patient/client care. (NMC PV9, NPDM 1, LMTW 1, 2, 3)	KS6	

Transferable/key skills and other attributes

Academic writing
Database searching / IT skills
Systematic enquiry/ managing information / use of evidence
Critical appraisal
Application of research evidence to quality issues in current healthcare practice

Derogations

- Two attempts will be allowed at this module with a possible third attempt if this has not been used on another module in this academic year.
- There are no compensatory passes, and all elements have to be passed.
- A second attempt if needed, will be allowed within the academic year.
- Feedback on assessed work will be provided within four weeks of submission
- Any work submitted, however competent from an academic viewpoint, which omits or includes information which would indicate unsafe practice by the student or in any way breaches confidentiality will be deemed a 'refer'.

Assessment:

Under the guidance of the module coordinator, students will be expected to contribute towards online discussions whereby qualitative and quantitative research articles will be critiqued. This exercise will inform how research can impact on clinical practice. The students will also be expected to submit a written critique of one research study, from a choice of two preselected articles; one qualitative and one quantitative. They will critically appraise the research methods employed within the study and determine its value within clinical practice.

Clinical Practice Outcomes in the '*Ongoing Record of Achievement of Practice Competence*' are formatively assessed throughout the academic year, and summatively assessed in the Personal and Professional Development module at the end of each year as Pass / Fail.

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	Essay	100%		1500

Learning and Teaching Strategies:

Interactive lectures, group work and discussion, directed study and presentations. Moodle™ will be used to enable students to offer support to each other. Students will have access to audio, email and group tutorial support

Syllabus outline:

The content will include the following:

Knowledge acquisition including systematic enquiry and anecdotal evidence / Place of research and evidence based practice in the clinical agenda e.g. NSFs, NICE, 1000 lives plus. Key features of the research process; Qualitative and quantitative research approaches / Research terminology / Database searching and selection / Formulating a research question / Sampling methods & recruitment / Data collection and analysis methods / Quality issues in research - trustworthiness and rigour in qualitative research / reliability and validity in quantitative research / Research ethics / Research critique / The application of research to practice and its impact on quality issues within healthcare / Clinical audit and service evaluation

**The above syllabus takes account of the following:
EU directive 2005/36/EC**

Nature and Ethics of the Profession

NMC Standards

5.6.1 Research methods and use of evidence, Professional codes, ethics, law and humanities, best practice

5.6.2 Clinical observation, assessment, critical thinking and decision making; Information management

QAA Standard

A1, A3, A4, B2, B3, B4, C1, C2

1000 Lives +

Leading the way to quality improvement

Bibliography:

Essential reading

Bowling, A. (2014), *Research Methods in Health: Investigating Health and Health Services*. Maidenhead: Open University Press.

Gerrish, K. & Lathlean, J. (eds). (2015), *The Research Process in Nursing*. Oxford: Wiley Blackwell.

LoBiondo-Wood, G. & Haber, J. (2014), *Nursing research: methods and critical appraisal for evidence-based practice*. (8th ed.) St. Louis: Elsevier Mosby

Moule, P. & Goodman, M. (2014), *Nursing research: an introduction*. London: Sage

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

Polit, D. F. and Beck C.T. (2017), *Essentials Of Nursing Research: Appraising Evidence for Nursing Practice*. (9th ed.) London: Lippincott Williams & Wilkins.

Other indicative reading

Cottrell, S. (2011), *Palgrave Study Skills: Critical Thinking Skills: Developing Effective Analysis and Argument*. (2nd ed.) Basingstoke: Palgrave Macmillan.