Prifysgol **Wrecsam**
Wrexham University

Module specification

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Module Code	HLT716
Module Title	Evidence-Based Leadership and Practice
Level	7
Credit value	60
Faculty	Social and Life Sciences
HECoS Code	101317; 100088
Cost Code	GAHW

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
MSc Public Health, Mental Health and Wellbeing	Core
MSc Leadership for Wellbeing	Core

Pre-requisites

Learners who successfully complete the PgDip Public Health, Mental Health and Wellbeing or PgDip Leadership for Wellbeing programmes are eligible to complete this module to achieve the corresponding full MSc named above.

Breakdown of module hours

Learning and teaching hours	30 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	6 hrs
Total active learning and teaching hours	**36 hrs**
Placement / work based learning	0 hrs
Guided independent study	564 hrs
Module duration (total hours)	**600 hrs**

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Initial approval date	15th Oct 2024
With effect from date	Sept 2025
Date and details of revision	
Version number	1

Module aims

The availability of relevant, high-quality evidence is vital for leaders and practitioners to make effective decisions. We live at a time where there is more and more information available, but the trustworthiness and ethical integrity of it may be unclear or lacking. Those working within public health / services can require ongoing training to effectively appraise, propose and undertake ethical, original and valuable research in the evolving information landscape. This module will critically consider the contemporary information, data and research context, before exploring how evidence *can* and *should* be used in polices, strategies, interventions, leadership and practice. It will then support learners to gain further knowledge as well as practical experience of the research process, from design through to dissemination.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Critically explain the effective use of evidence to inform leadership or practice.
2	Comprehensively propose an ethical, original and valuable research project.
3	Systematically undertake a research project under the guidance of a supervisor.
4	Effectively disseminate findings from a research project via a suitable written deliverable.

Assessment

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1: Learners will be required to record a 6-minute 'micro' talk that considers the effective use of evidence to inform either leadership or practice.

Assessment 2: Learners will be required to produce a 3,000-word project proposal involving the collection of either primary or secondary data (this could be a research project, Heath Impact Assessment, social network analysis, or other appropriate project).

Assessment 3: Learners will be required to compile an appendices document (equivalent to 2,000-words) that evidences their data collection, data analysis, and engagement with their supervisor.

Assessment 4: Learners will be required to present the findings from their research project in a suitable written deliverable, 6,000-words in length, such as a report or journal article.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1	Presentation	10
2	2	Written Assignment	30
3	3	Coursework	20
4	4	Dissertation/Project	40

Derogations

None.

Learning and Teaching Strategies

The delivery of this applied, research-focused module will be suitably responsive, meaningful and supportive to enable learners to meet the particular Learning Outcomes.

Semester 1

Each learning week the Virtual Learning Environment (VLE) will be populated with a range of content, including videos, readings and tasks. All learners will be expected to engage with the 'core' content, which will be clearly designated, while other content will be 'optional' and learners expected to self-identify what to engage with depending upon the research project they intend to propose and undertake. To ensure learners have the opportunity to ask questions and discuss their research ideas, the Module Tutor(s) will run a series of live and / or online Module Cafes that learners can self-select to join. During this Semester, it is expected that learners spend a minimum of 2 hours per week engaging with the content and attend at least 4 Module Cafes.

Semesters 2 and 3

Following the completion of Assessments 1 and 2, all learners will be allocated a Supervisor who will act as their 'touch point' for the remainder of the module and guide them through the research process. It is expected that learners attend a minimum of 6 meetings with their Supervisor over the course of Semesters 2 and 3 as they undertake their research project.

The remainder of the module hours should be dedicated by learners to independent study, research activities and working on the assessments.

Support mechanisms in place for learners on this module include:

- Written and verbal assessment guidance.
- Access to Module Cafes with the Module Tutor(s).
- Access to Learning Skills and / or Inclusion Teams.
- Access to Student and Campus Life services.
- A Supervisor to oversee their research project.

Indicative Syllabus Outline

- Evidence-based leadership and practice
- Ontology and epistemology
- Research ethics
- Research questions
- Research designs
- Research methods
- Sampling
- Data analysis
- The research process
- Quality, impact and value in research

- Research project management
- Disseminating research

Indicative Bibliography:

Essential Reads

Aveyard, H., Greenway, K. and Parsons, L. (2023), *A Beginner's Guide to Evidence Based Practice in Health and Social Care*. 4th ed. Berkshire: Open University Press.

Other indicative reading

Aveyard, H. (2023), *Doing a Literature Review in Health and Social Care: A Practical Guide*. 5th ed. Berkshire: Open University Press.

Braun, V. and Clarke, V. (2021), *Thematic Analysis: A Practical Guide*. London: Sage.

Clark, T., Foster, L., Sloan, L. and Bryman, A. (2021), *Bryman's Social Research Methods*. 6th ed. Oxford: Oxford University Press.

Creswell, J. and Creswell, D. (2023), *Research Design: Qualitative, Quantitative, and Mixed Methods*. 6th ed. London: Sage.

Davies, M. and Hughes, N. (2014), *Doing a Successful Research Project: Using Qualitative or Quantitative Methods*. London: Red Globe Press.

Robson, C. (2024), *Real World Research*. 5th ed. Hoboken: John Wiley & Sons.