Wrexham Glyndŵr UNIVERSITY

MODULE SPECIFICATION PROFORMA

Module Title:	Process of Enquiry	Level:	6	Credit Value:	20

Module code:	NHS601	Is this a new module?	No	Code of module being replaced:	Nil

Cost Centre:	GANG	**JACS3** code:	B710

Trimester(s) in which to be offered:	1	With effect from:	September 18

School:	Social & Life Sciences	Module Leader:	Tracy Ross

Scheduled learning and teaching hours	30 hrs
Guided independent study	170 hrs
Placement	00 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
BSc (Hons) Leadership and Healthcare Management	☐	✓
BSc (Hons) Community Specialist Practice (District Nursing)	✓	☐
BSc (Hons) Community Public Health Nursing	✓	☐
BSc (Hons) Counselling (Adults) (top up)	✓	☐
BSc (Hons) Counselling (Children and Young People) (top up)	✓	☐

Pre-requisites

Module Aims
This module aims to provide the student with insight into the principles of a range of research methods while encouraging critical thinking and stimulating the development of research-based practice.

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	Apply a critical approach to the study of practice issues	KS1	KS3
		KS5	KS6
2	Critically evaluate a range of methodological approaches applicable to research in their field of practice	KS2	KS5
		KS3	KS6
		KS7	KS9
3	Debate the ethics of research practice	KS1	KS8
		KS4	
		KS7	
4	Critically examine and apply appropriate methods of critiquing research	KS1	KS10
		KS2	
		KS9	

Transferable/key skills and other attributes

- Exercise initiative and personal responsibility;
- Demonstrate independent learning ability;
- Demonstrate competency in word processing and the presentation of data;
- Demonstrate competence in the use of libraries, databases and the internet to identify and subsequently use scholarly reviews and primary sources such as refereed research and original material relevant to the subject being studied.

Derogations
None

Assessment:
The student will be asked to select an issue of practice that he/she feels needs investigating. They will be expected to identify and then critique 3 pieces of literature pertaining to the issue. Following this, the student will be asked to select a research approach and critically examine how this could be used to investigate the selected topic. For example, the student may identify the area of the nursing management of wound healing as being an area of practice which needs to be examined. Having identified and critically examined literature relating to the subject, the student will identify a research methodology appropriate to the investigation of the topic.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-4	Essay	100		3,000

Learning and Teaching Strategies:
A variety of teaching and learning approaches will be used - a series of lead lectures with student presentations and small group tutorials and problem based learning. Class-based learning will be supported by Moodle and directed learning using library resources will be promoted.

Syllabus outline:
Theoretical frameworks: Quantitative and qualitative approaches, the naturalistic V positivist debate. Research designs: Focus groups, questionnaires, interviews, observation, action research. Methods: Validity, reliability, ethics, sampling, statistics, analysis, writing for publication.

Bibliography:
Essential reading
Essential reading: Pollitt, D, Becke, C. (2010) *Essentials of nursing research. Appraising evidence for nursing practice*. Philadelphia. Walters. Kluwer. Health/Lippincott Williams. Roberts, P, Priest, H. (2010) *Healthcare research. A handbook for students and practitioners*. Chichester. John Wiley and sons. Ross, T. (2012) *A survival guide for health research methods*. Maidenhead. OUP/McGraw-Hill.
Other indicative reading
Cottrell S (2005) *Critical thinking skills: Developing effective analysis and argument*. Basingstoke: Palgrave. Freshwater, D., Bishop, V. (2004) *Nursing research in context. Appreciation, application and professional development.* Basingstoke: Palgrave MacMillan.