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|---------------|---|---------|---|---------------|----|
| Module Title: | Narratives: Argument and Accountability | Level : | 7 | Credit Value: | 20 |
|---------------|---|---------|---|---------------|----|

|              |  |                     |   |                                |        |
|--------------|--|---------------------|---|--------------------------------|--------|
| Module code: | NHS7B4/<br>NHS7B4D*<br>*please see derogations section | New<br><br>Existing | ✓ | Code of module being replaced: | NURM46 |
|--------------|--|---------------------|---|--------------------------------|--------|

|              |      |                    |      |
|--------------|------|--------------------|------|
| Cost Centre: | GANG | <u>JACS3</u> code: | B700 |
|--------------|------|--------------------|------|

|                                      |       |                   |              |
|--------------------------------------|-------|-------------------|--------------|
| Trimester(s) in which to be offered: | 1,2,3 | With effect from: | September 18 |
|--------------------------------------|-------|-------------------|--------------|

|         |                        |                |                   |
|---------|------------------------|----------------|-------------------|
| School: | Social & Life Sciences | Module Leader: | Nikki Lloyd Jones |
|---------|------------------------|----------------|-------------------|

|                                       |         |
|---------------------------------------|---------|
| 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)  | <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 (Therapies)             | <input type="checkbox"/> | ✓      |

|                |
|----------------|
| Pre-requisites |
| None           |

Office use only

Initial approval November 17

APSC approval of modification Enter date of approval

Have any derogations received SQC approval?

Version 1

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 |     |
| 3 | Critically and reflectively evaluate their own and other's practices                                   | KS1 | KS3 |
|   |  | KS5 | KS8 |
|   |  | KS9 |     |

**Transferable/key skills and other attributes**

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

**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:**

Students will be required to complete a 4,000 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%          |                    | 4,000                                     |

**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**

Polkinghorne, D. E. (2010) *Narrative Knowing and the Human Sciences*. New York: NY University Press.

Silverman, D. (2013) *Doing Narrative Research*. London. Sage.

**Other indicative reading**

Carson, A.M. (2001) "That's another story: Narrative methods and ethical practice" *British Journal of Medical Ethics* 27: 0-4.

Czarniawska, B. (2004) *Narratives in Social Science Research*. London. Sage Publications. Morrow, D. (2015) *A workbook for Argument*. New York. Hackett Publishing.

Mishler, E. G. (1991) *Research Interviewing: Context and Narrative*. Cambridge, Mass: Harvard University Press.

Wells, K. (2011) *Narrative Inquiry* Oxford: Oxford University press.