

Module specification

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Module code	NHS7C8
Module title	Research Designs and Methods
Level	7
Credit value	20
Faculty	SLS
Module Leader	Nikki Lloyd-Jones
HECoS Code	100246
Cost Code	GANG

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
MSc Professional Practice in Health	Core
Standalone module aligned to MSc Professional Practice in Health for QA and assessment purposes	Option

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	21 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	0 hrs
Placement / work based learning	0 hrs
Guided independent study	179 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	22/03/21
With effect from date	September 2021

For office use only	
Date and details of revision	December 2024 – approved as standalone module
Version number	2

Module aims

The module aims to enable students to make choices about appropriate methodologies when undertaking a quality improvement, innovation, or research project. They will critically appraise a range of project designs from different perspectives to gain understanding about traditional research methodologies for practice, and apply knowledge, skills and attributes of good research enquiry to prompt future practice developments. The module prepares the student to be able to construct a process of enquiry from idea through to formation of a proposal that can be taken forward to the dissertation module. It will support students to be creative and innovative in their application of research skills in order to be responsive to the nature of the subject area, issue, problem and resources.

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

1	Critique key methodologies and critically appraise different research data collection methods.
2	Identify a relevant issue related to your area of practice and provide a clear rationale and suitable research question/ thesis statement, creating a proposal for a process of enquiry responsive to the nature of the issue, context, and resources available.
3	Justify the selection of the methodology and data collection methods for the study, demonstrating critical awareness of the strengths and weaknesses, whilst ensuring coherence in the design for an innovation/ research/ quality improvement initiative.
4	Demonstrate critical awareness of the research ethics related to the proposed study with due consideration of integrity and good practice principles, with evidence of collaborative involvement eg. service user involvement, practice colleagues, managers.

Assessment

Indicative Assessment Tasks:

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.

The assessment strategy is designed to provide students with the opportunity to demonstrate their theoretical and practical knowledge of a methodical process of enquiry by designing a proposal with a particular issue of focus drawn from their own practice, eg. An audit, quality improvement plan, or a small scale research project.

Assessment- 100% (4,000 words)

Development of a research proposal which will include a rationale, a literature review and search strategy, chosen methodology, methods of data collection and analysis, underpinned by insight in to relevant ethical considerations.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,3,4	Research Proposal	100%

Derogations

The following derogation will apply for students undertaking the MSc Professional Practice in Health:

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 some circumstances, this may also result in the employer being informed which may trigger additional disciplinary processes.

Learning and Teaching Strategies

This module will be delivered via a 'blended learning' approach. Directed study tasks, which may include activities such as recorded lectures, discussion forums, quizzes, case studies, group tasks, workbooks, key readings, reflective activities or other appropriate learning activity, will be made available on the Virtual Learning Environment on a weekly basis. The Flipped classroom approach will be utilised as far as possible to maximise the learning opportunities during synchronous sessions. Timetabled 'live' seminars/ sessions may be held (either in a physical classroom or via an online platform), in order to facilitate discussion and debate and support students to progress with their learning. These will be recorded when appropriate and made available on the VLE, encouraging deep learning by enabling content to be revisited and reflected on at a time suitable for the student.

Indicative Syllabus Outline

- Research methodologies and methods to include quantitative and qualitative approaches
- Data collection methods and sampling strategies to include structured/ unstructured interviews, focus group interviews, survey, observation, participant observation, quasi experiment and questionnaires
- Data analysis methods
- Literature review- systematic, integrative and narrative
- Research ethics and governance
- Service user involvement
- Preparing a research proposal
- Rigour in research design
- Service quality frameworks
- Service improvement strategy and evaluation
- Experimental research and clinical trial design

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Bergin, T. (2018) An Introduction to Data Analysis: Quantitative, Qualitative and Mixed Methods. London: Sage.

Cottrell, S. (2017) Critical Thinking Skills: effective analysis and argument and reflection. 3rd Edition. Basingstoke. Palgrave Macmillan.

Other indicative reading

Booth, A., Sutton, A. and Papaioannou, D. (2016) Systematic Approaches to a Successful Literature Review. 2nd Edition. London: Sage.

Bruce, N., Pope, D. and Stanistreet, D. (2018) Quantitative Methods for Health Research: A Practical Interactive Guide to Epidemiology and Statistics. 2nd Edition. West Sussex: John Wiley and Sons Ltd.

Creswell, J. and Creswell, D. (2018) Research Design: Qualitative, Quantitative, and Mixed Methods. 5th Edition. London: Sage.

Pope, C. and Mays, N. (2020) Qualitative Research in Health Care. 4th Edition. West Sussex: Wiley-Blackwell.

McClean, S., Bray, I., Viggiani, N., Bird, E. and Pilkington, E. (2019) Research Methods for Public Health. London: Sage.

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas. [Click here to read more about the Glyndwr Graduate attributes](#)

Core Attributes

Engaged
Enterprising
Creative
Ethical

Key Attitudes

Commitment
Curiosity
Resilience
Confidence

Practical Skillsets

Digital Fluency

Organisation

Leadership and Team working

Critical Thinking

Communication