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| <b>Module code:</b> MOD004066 | <b>Version:</b> 1 <b>Date Amended:</b> 23/Oct/2013 |
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| <b>1. Module Title</b>                        |
| Enquiry into Healthcare Professional Practice |

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|--------------------------|---|---|
| <b>2a. Module Leader</b> | <b>2b. Department</b>                   | <b>2c. Faculty</b>                          |
| Null                     | Department of Leadership and Management | Lord Ashcroft International Business School |

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|------------------|------------------------|
| <b>3a. Level</b> | <b>3b. Module Type</b> |
| 7                | Standard (fine graded) |

|                    |                        |
|--------------------|------------------------|
| <b>4a. Credits</b> | <b>4b. Study Hours</b> |
| 15                 | 150                    |

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|--|--------------------|--------------------|------------------|
| <b>5. Restrictions</b>                             |                    |                    |                  |
| <b>Type</b>  | <b>Module Code</b> | <b>Module Name</b> | <b>Condition</b> |
| <b>Type</b>  | <b>Module Code</b> | <b>Module Name</b> | <b>Condition</b> |
| Pre-requisites:                                    | None               |                    |                  |
| Co-requisites:                                     | None               |                    |                  |
| Exclusions:  | None               |                    |                  |
| <b>Courses to which this module is restricted:</b> |                    |                    |                  |

**LEARNING, TEACHING AND ASSESSMENT INFORMATION**

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| <b>6a. Module Description</b>  |
| Professional practitioners are increasingly required to include evidence based research as a basis for decision making in delivering the most effective high quality services. The continual development in managerial and medical technologies, diagnosis, treatments and practices requires healthcare workers to continually update their knowledge, experiences and skills to address the complex care needs of their customers and patients. Furthermore, the vast number of academic publications available to staff working in health and social care means that they need to have an understanding of how to select the appropriate literature and to assess their reliability and validity. The purpose of this module is to assist the students in adopting a spirit of enquiry towards their professional practice through developing the research skills necessary to undertake a systematic enquiry into an aspect of their professional practice. They will be able to search academic databases to select peer reviewed academic articles and, using an appropriate critical appraisal system, appraise two health and social care articles. They will also be able to distinguish between quantitative, qualitative and mixed research methods. Students will also develop their skills in critical assessment and evaluation of research that attempts to address a focussed question using methods designed to reduce the likelihood of bias. There will be a number of formative assessment methods upon which we may draw including: Q&A sessions in class, group debates. There will also be a mock presentation before the final graded presentation. The summative assessments will be a presentation and a 2,500 word written assignment, each contributing to the final grade. The student will be required to select two articles on health and social care issue of their choice. Employability skills are built into this module throughout, advancing application of research, problem identification and analysis, critical thinking, team work and communication. |

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| <b>6b. Outline Content</b>  |
| - The importance of developing the research skills necessary to undertake a systematic enquiry. - Establish connections between a range of approaches in order to undertake a high quality piece of enquiry into an aspect of the professional practice. - To develop an understanding of the principles of quantitative and qualitative research. - Be able to critically review the literature related to health and social care. - Be able to conduct a systematic literature review using relevant databases and sources of information. - Managing capacity and demand. - Apply the Critical Appraisal System Programme to critically appraise two academic articles. - Select a health and social care related topic for investigation. |

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| <b>6c. Key Texts/Literature</b>   |
| Gomm, R., Needham G, and Bullman A. (2000) Evaluating Research in Health and Social Care. London: Open University/Sage. Creswell John W. (2012) Research Design Quantitative, Qualitative and mixed methods approaches. Sage, London Greenhalgh, T. (2010) How to read a paper: the basics of evidence-based medicine. Oxford: Blackwell Publishing. Newell, R. and Burnard, P. (2010) Research for evidence-based practice. Oxford, Blackwell. Parahoo, K. (2006) Nursing research: principles, process and issues. London: Palgrave, Macmillan. Politt, D. Beck, C. (2009) Essentials of nursing research. London: Lippincott, Williams and Wilkins |
| <i>Last Updated:</i>  |

**6d. Specialist Learning Resources**Critical Appraisal Skills Programme online link: [www.sph.nhs.uk/what-we-do/public-health-workforce/resources](http://www.sph.nhs.uk/what-we-do/public-health-workforce/resources)**7. Learning Outcomes (threshold standards)**

| No. | Type  | On successful completion of this module the student will be expected to be able to:   |
|-----|---|---|
| 1   | Knowledge and Understanding                                 | Identify and explore a topic critical to the successful management of an organisation in the healthcare industry                        |
| 2   | Knowledge and Understanding                                 | Evaluate research currently undertaken into the current topic, drawing conclusions on the confidence that can be placed on any findings |
| 3   | Intellectual, practical, affective and transferrable skills | Synthesise and critique multiple sources on a single topic  |
| 4   | Intellectual, practical, affective and transferrable skills | Explore sources of evidence to recommend workplace solutions or outcomes  |

**8a. Module Occurrence to which this MDF Refers**

| Year   | Occurrence | Period                                      | Location | Mode of Delivery |
|--------|------------|---|----------|------------------|
| 2016/7 | ZZF        | Template For Face To Face Learning Delivery |          | Face to Face     |

**8b. Learning Activities for the above Module Occurrence**

| Learning Activities            | Hours | Learning Outcomes | Details of Duration, frequency and other comments                        |
|--------------------------------|-------|-------------------|--|
| Lectures                       | 12    | 1-4               | 1 hour lecture per week  |
| Other teacher managed learning | 24    | 1-4               | 2 hours of seminars/workshops per week                                   |
| Student managed learning       | 114   | 1-4               | Individual and group research supported through VLE and directed reading |
| TOTAL:                         | 150   |                   |  |

**9. Assessment for the above Module Occurrence**

| Assessment No.  | Assessment Method                | Learning Outcomes | Weighting (%) | Fine Grade or Pass/Fail | Qualifying Mark (%) |
|---|----------------------------------|-------------------|---------------|-------------------------|---------------------|
| 010   | Practical                        | 1-4               | 40 (%)        | Fine Grade              | 30 (%)              |
| Details:  | GROUP PRESENTATION               |                   |               |                         |                     |
| <b>Group Presentation. 15 minute group presentation</b> |                                  |                   |               |                         |                     |
| 011   | Coursework                       | 1-4               | 60 (%)        | Fine Grade              | 30 (%)              |
| Details:  | INDIVIDUAL ASSIGNMENT 2500 WORDS |                   |               |                         |                     |
| <b>Individual Assignment. 2,500 words</b>               |                                  |                   |               |                         |                     |

In order to pass this module, students are required to achieve an overall mark of 40%.

In addition, students are required to:

(a) achieve the qualifying mark for each element of fine graded assessment of as specified above

(b) pass any pass/fail elements