brighton and sussex medical school

MDM10 - D
Research Methods and Critical Appraisal

Module Handbook

Monday 4th - Friday 8th April 2022

Interim Module Leader:
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Contents

Introduction

This module is designed to provide you with an understanding of research design with a focus on different research methodologies and methods. This module will also support the development of your critical appraisal skills and your ability to evaluate research papers. During this module, you will consider the fundamental principles that underpin different research paradigms and assess which methods are appropriate for different research questions.

As part of the assessment, you will produce a research proposal that explores an issue of interest to you. This will involve the development of an appropriate research question, the selection and justification of a particular research design to enable you to investigate your research question. This module and its assessment are practice-based to allow you to consider research that is relevant to your individual practice and professional settings and experience.

Learning Outcomes

At the end of the module you should be able to:
- Demonstrate a critical understanding and evaluation of major research designs and their relative strengths and applications;
- Systematically develop and justify a chosen research approach and methodology to investigate a specific topic within your subject;
- Produce a research proposal which demonstrates appreciation of scientific methods appropriate to your specialist area;
- Critically appraise a variety of research papers across a range of study designs;
- Carry out an appropriate, rigorous review of the literature;
- Be aware of ethical and governance issues in research.

Content

This module covers a range of research paradigms and methods including:
- Ontology, Epistemology and Methodology
- Overview of research methods
- Quantitative research methodology, study design and data analysis
- Qualitative research methodology, study design and data analysis
- Populations and sampling
- Primary and secondary data
- Developing a research question
- Literature search strategy
- Critical appraisal of research literature
- Research ethics and governance
- Obtaining informed consent
- Introduction to statistics and hypothesis testing
- Developing a research proposal.

Reading List

The reading list below contains a range of core readings and recommended journals. There are also topic and session specific readings provided further down in this Handbook. This is also available as a digital reading list for MDM10 in My Studies and accessed via the course menu within your specific MDM10 module. The digital reading list provides access to online content and shows availability of print books at your libraries.

Digital reading list:

https://rl.talis.com/3/brighton/lists/EBB79A02-F8AE-622D-C63E-C72883542C7D.html?lang=en-US

Core reading list

- Bell, J. (2010) Doing your Research Project, a Guide for First-Time Researchers in Education and Social Science. 5th edition. Milton Keynes: Open University Press

- Costly, C., Elliott, G. and Gibbs, P. (2010) Doing work based research: approaches to enquiry for insider-research.

- Creswell, J. (2007) Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. 3rd Edition. London: Sage.

- Hart, C. (2005) Doing Your Masters Dissertation. London: Sage

- O'Leary, Z. (2010) The essential guide to doing your research project. London: Sage.

- Robson, C. (2011) Real world research. 3rd Edition. London: John Wiley & Sons.

- Walliman N. *Your research project: a step-by-step guide for the first-time researcher*. 2nd ed. London: Sage Publications: 2005.

Journal and Websites

- Cochrane Library http://www.thecochranelibrary.com
- University of York Database for Reviews and Dissemination https://www.crd.york.ac.uk
- Evidence Based Medicine http://ebm.bmj.com
- Evidence Based Nursing https://ebn.bmj.com
- Evidence Based Mental Health https://ebmh.bmj.com
- Netting the Evidence. A ScHARR Introduction to Evidence Based Practice on the internet
- https://ebmh.bmj.com/content/3/2/39
- SIGN Guidelines https://www.sign.ac.uk/our-guidelines.html

Module Structure and Timetable

Module: MDM10 Research Methods and Critical Appraisal
Dates: Monday 4th – Friday 8th April 2022
Venue: N/A – module delivered remotely

The module will be delivered through a combination of live, online lectures, pre-recorded sessions and online discussions and activities. Each day or half day is dedicated to a particular subject and a small number of tutors available to provide academic support on these subjects.

Live, online lectures will take place on Microsoft Teams, which you will need to download. Instructions on how to download Teams can be found here: https://blogs.brighton.ac.uk/teachingcontingency/microsoft-teams/how-to-access-and-install-teams/

You will be added to a group on Microsoft Teams for the live teaching sessions, which you will be able to find here:
https://teams.microsoft.com/l/team/19%3a1XwUEpQim0dC4eqgronAoDkbpD6vGQPHm5a3wh1SB8g1%40th read.tacv2/conversations?groupId=ba430513-7b1c-4c0f-ad19-fe339dcb77fe&tenantId=a900bb90-94fe-4658-8b34-dd72084c5064

The schedule for the five days of the module is as follows:

Pre-Day One Independent Study: Please ensure that the pre-sessional exercise for John Anderson has been completed			
Day and Date	**Time**	**Session Topic**	**Lecturer**
Day One Monday 4th April	10:00	Introduction to the Module & Overview of the research design process	Ceri Butler
	11:00	Break	
	11:10	Overview of the research design process continued	Ceri Butler
	12:30	Lunch	
	14:00	Introduction to Critical Appraisal	Ceri Butler
	15:00	Close	

Day Two Independent Study: Please have a go at the Critical Appraisals from Day One and post your answers in the relevant Discussion Room Thread before the end of the week			
Day and Date	**Time**	**Session Topic**	**Lecturer**
Day Two Tuesday 5th April	10:00	Survey Methodology	Ceri Butler
	11:00	Break	
	11:45	Case Control & Cohort Studies & Introduction to Experiments	Ceri Butler
	13:00	Lunch	
	14:00	Randomised Control Trials	Ceri Butler
	15:00	Break	
	15:10	Critical Appraisal of RCTs	Ceri Butler
	16:00	Close	

Day Three Independent Study: Please ensure that you have watched the library video 'Finding the literature' in advance of the library session at 12.00 on Wednesday:
https://brighton.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=a3e9b6e1-bd6d-4340-ba76-ad9500c2d0fb

Day and Date	Time	Session Topic	Lecturer
Day Three *Wednesday 6th April*	10:00	Introduction to Qualitative Research: principles and 'research as talk' (interviews and focus groups)	Ceri Butler
	12:00	Group activity	
	13:00	Lunch + Reading activity	
	14:00	Qualitative Research Methods: Other methods	Ceri Butler
	15:00	Close	

Day Four Independent study: Please use the first part of the day to watch the 4 pre-recorded videos from Muzaffar Malik in preparation for the live lecture later.
The videos can all be found in the "Day 4" study materials folder on My Studies. The combined runtime of the 4 videos is approximately 1 hour and 30 minutes. Please allow enough time to watch them all

Day and Date	Time	Session Topic	Lecturer
Day Four *Thursday 7th April*	11:30	Introduction to Statistics – Live lecture	Muzaffar Malik
	13:00	Lunch	
	14:00	Systematic Reviews - 1	Ceri Butler
	14:55	Break	
	15:05	Systematic Reviews - 2	Ceri Butler
	16:00	Close	

Day Five Independent Study: Please sketch out a research proposal you might wish to use in the assignment to discuss in the assignment planning session

Day and Date	Time	Session Topic	Lecturer
Day Five *Friday 8th April*	10:00	Ethical Issues, Research & Governance: Theory and Practice	John Anderson
	11:00	Break	
	11:10	'Obtaining Informed Consent' Workshop	John Anderson
	13:00	Lunch	
	14:00	Advanced Literature Searching	Steve Bowman
	14:45	Break	
	15:00	Assignment Planning: Research Proposal	Dr Seb Shaw
	17:00	Close	

Teaching Staff

Name	Role
Ceri Butler	Lecturer & Interim Module Leader, Department of Medical Education, BSMS
Dr Muzaffar Malik	Senior Lecturer, Department of Medical Education, BSMS
John Anderson	Principal Lecturer, Department of Medical Education, BSMS
Dr Seb Shaw	Honorary Clinical Lecturer, Department of Medical Education, BSMS

Overview of some useful topic areas covered in the module

The MDM10 Library Reading List can be accessed here:

https://rl.talis.com/3/brighton/lists/EBB79A02-F8AE-622D-C63E-C72883542C7D.html?lang=en-US

Introduction and Overview of the Research Design Process and Research Methods

This session will provide an introduction to the wide range of research methods available to us in the health field. You will learn about the differences between *Quantitative* and *Qualitative* methods and the underpinning theoretical assumptions behind them. It will discuss different views about what constitutes "reality" (ontology), "knowledge" (Epistemology) and how these relate to different approaches in research (Methodology). It will introduce you to some of the main methods adopted in both approaches and provide examples of these in practice. The accessibility of different methods will be emphasised!

References:

- Cleland S, Durning SJ. Researching Medical Education: Wiley Blackwell; 2015 Gray D (2014) Doing Research in the Real World (London, Sage)
- Polit D F & Beck C T (2017) Essentials of Nursing Research 9th ed. (London; Lippincott, Williams & Wilkins) Chapters 1 & 2 pp 30 – 61
- Polgar S & Thomas S A (2013) Introduction to Research in the Health Sciences (London; Churchill Livingstone) Chapter 1 pp 3 – 14
- Crotty M. (1998) The Foundations of Social Research: Meaning and Perspective in the Research Process. London: SAGE Publications Ltd.

Working with the Literature

A BSMS librarian will teach search strategies to find and access relevant quality information within medical databases.

References:

- Gray D (2014) *Doing Research in the Real World* (London, Sage) pp 98-125
- Ridley D (2012) *The literature review, a step-by-step guide for students*. 2nd ed. (London: SAGE)

- Rumsey S (2008) *How to find information, a guide for researchers*. 2nd ed. (Maidenhead: McGraw Hill/Open University Press

Survey Methodology

This session will consider the logic and practice of cross-sectional studies from small-scale, local studies to large-scale national surveys. It will include different methods of sampling from different populations; the use of self-administered questionnaires (SAQ) and interviewer-administered questionnaires; and different approaches to interviewing. It will enable you to critically evaluate existing questionnaires and to consider how you might design a survey of

your own in the future.

References:
- Polgar & Thomas (op cit) pp 66, 97 – 114
- Polit & Beck (op cit) pp 241, 294 – 303, 323 – 331
- Buckingham A & Saunders P (2004) *The Survey Methods Workbook: From Design to Analysis (London, Polity Press)*
- Sapsford R (2006) *Survey Research* 2nd ed.*) (London, Sage)*
- *Gray D (2014) Doing Research in the Real World (London, Sage) pp 235-264*
- Boynton P and Greenhalgh T (2004) Selecting, designing and developing your questionnaire. BMJ 2004;328:1312 doi: https://doi.org/10.1136/bmj.328.7451.1312

Case Control Studies, Cohort Studies and Experiments

This session will introduce you to the theory and practice of conducing a (retrospective) case control study and a (prospective) cohort study. It will also provide an overview of the different types of experiences used in research from laboratory based experiments to applied field based research.

Randomised Controlled Trials

The session will focus on Randomised Controlled Trials (RCTs). You will identify key factors in the design and analysis of RCTs through an exploration of ethics, bias and randomisation.

References:
- Gray, J.A.M (2008) *Evidenced based Health Care: How to make health policy and management decisions.* 3rd ed. (Churchill Livingstone, Edinburgh)
- Gray D (2014) *Doing Research in the Real World* (London, Sage) pp 127 - 144

Qualitative Research: Introduction and Methods

The session will provide an introduction to qualitative research design and the essential elements for consideration when selecting appropriate methods of qualitative data collection.

References:
- Denzin N and Guba Y (2018) *The SAGE Handbook of Qualitative Research* 5th ed. (London, Sage)
- Glaser B & Strauss A (1967) The Discovery of Grounded Theory: Strategies for qualitative research (New York, Aldine)
- Bryant A (2019) *The Sage handbook of current developments in grounded theory* (Los Angeles, Sage)
- Miles M and Huberman M (2005) *Qualitative Data analysis an expanded source book* 2nd ed. (London, Sage)

- Robson C (2011) *Real World Research: A Resource for Social Scientists and Practitioner-researchers* 3rd ed. (London, John Wiley and Sons)
- Silverman D (2017) *Doing Qualitative Research* 4th ed. (London, Sage)
- Silverman D (2014) *Interpreting Qualitative Data* 5th ed. (London, Sage)
- Swanborn P (2010) *Case Study Research* (London, Sage)

'Research as talk': Interviews and Focus Groups

References:
- Barbour R S & Kitzinger J (1999) *Developing Focus Group Research* (London, Sage)
- Bloor M (2001) *Focus Groups in Social Research* (London, Sage)
- Kitzinger J. (1995) 'Qualitative research: introducing focus groups'. *BMJ: British Medical Journal*, Vol. 311, No. 7000 (Jul. 29, 1995), pp. 299-302 http://www.jstor.org/stable/29728251
- Cane, R et al (2001) 'Understanding Childhood Asthma in Focus Groups: Perspectives from Mothers of Different Ethnic Backgrounds' BMC Family Practice
- Gray D (2014) *Doing Research in the Real World* (London, Sage) pp 467-496

Qualitative Research: Observation & Ethnography

This session will focus on the theory and practice of Ethnographic approaches and Phenomenology. The different methods used – such as participant observation – will be covered.

References:
- Gray D (2014) *Doing Research in the Real World* (London, Sage) pp 437-496

Qualitative Research: Visual and other Methods

In this session we will explore the ways in which visual and other methods have been and can be used to gather qualitative data and how these approaches can be used to challenge the 'power hierarchy' that can seem inevitable between researcher and research participants. Visual and other approaches can also be used to challenge the mimetic dimension of research and place emphases on the multiple meanings and ways of 'reading' research data and presentations.

References:
- Atkinson, D. (1985) 'The use of participant observation and respondent diaries in a study of ordinary living'. *British Journal of Mental Subnormality*, 31 (1) 33 – 40
- Banks, M. (2015) *Visual methods in social research*. 2nd ed. London: Sage
- Brundage, A. (2008) *Going to the sources: a guide to historical research and writing*.

4th ed. Illinois: Harlan Davidson Inc.

- Bryman, A. (2016) *Social Research Methods*. 5th ed. Oxford: Oxford University Press. Ch. 12 and Ch. 21
- Cohen, L., Manion, L. and Morrison, K. (eds.) (2018) *Research Methods in Education*. 8th ed. London: Routledge. Ch. 23
- McDowell, W.H. (2002) *Historical Research: a guide*. Harlow: Pearson Education
- Phillips, R.; Davies, R. (1995) Using diaries in qualitative research. British Journal of Midwifery, 3 (9), 473 – 493.
- Pink, S. (2014) *Doing visual ethnography*. 3rd ed. London: Sage.
- Poynter, R. (2010) *The Handbook of Online and Social Media Research: tools and techniques for market researchers*. Chichester: John Wiley ad Sons Ltd.
- Zimmerman, D.; Wieder, D. (1977) 'The diary: diary interview method.' *Urban Life,* 5: 479 - 498

Qualitative Research: Data Analysis

This session will introduce you to the basic principles of qualitative data analysis. The session is intended to be highly interactive, offering opportunity to subject theoretical ideas to experiential application.

References:
- Gray D (2014) *Doing Research in the Real World* (London, Sage) pp 601-630

Policy Analysis

References:
- Goodwin N et al (2012)' Integrated Care for Patients and Populations: Improving Outcomes by Working Together' (Kings Fund and Nuffield Trust). Available online: https://www.kingsfund.org.uk/publications/integrated-care-patients-and-populations-improving-outcomes-working-together
- Buse, Kent (2012) *Making Health Policy* 2nd ed. McGraw-Hill/Open University Press Chapters 1,2 & 10
- Imison C et al (2011) 'transforming our Health System: Ten Priorities for Commissioners.' Available online: https://www.kingsfund.org.uk/sites/default/files/field/field_document/10-priorities-for-commissioners-kingsfund.pdf

A Case Study Approach

References:

- Yin RK (2013) Case Study Research: Design and Methods. 5th ed. (London, Sage)
- Gray D (2014) Doing Research in the Real World (London, Sage) pp 267-294
- Barbour R S & Kitzinger J (1999) Developing Focus Group Research (London, Sage)
- Bloor M (2001) Focus Groups in Social Research (London, Sage)
- Cane, R et al (2001) 'Understanding Childhood Asthma in Focus Groups: Perspectives from Mothers of Different Ethnic Backgrounds' BMC Family Practice http://www.biomedcentral.com/10.1186/1471–2296-2-4
- Gray, D. (2014) Doing Research in the Real World (London, Sage) pp 467- 496
- Kitzinger, J. 'Qualitative Research: Introducing focus groups'. : British Medical Journal, Vol. 311, No. 7000 (Jul. 29, 1995), pp. 299-302 Stable URL: http://www.jstor.org/stable/29728251

Introduction to Statistics

These sessions will introduce the rationale behind hypothesis generation and testing. You will look at what is and what is not a testable hypothesis, consider different levels of measurement and be introduced to some of the most common statistical tests. You should learn what is meant by "significance", "p – values", "confidence intervals" and the differences between descriptive and influential statistics. You will also be introduced to SPSS.

References:

- Field A (2014) *Discovering Statistics Using SPSS*. 4th ed. (London, Sage) Chapters 1 & 2

- Weaver A & Goldberg S (2011) Clinical Biostatistics made ridiculously simple (Miami, Med Master Inc.)

Systematic Reviews

This session covers the basic principles of systematic reviews, their importance in research and how to interpret such articles. It will also consider database search strategies and the importance of searching the 'grey literature'.

References:

- Gough D, Oliver S, Thomas J, editors. *An introduction to systematic reviews*. 2nd ed. London: Sage; 2017.
- Other resources are available at: http://cebmh.com/

Ethical Issues and Research Governance

This session will focus on ethical issues that need to be addressed in research and the process of gaining informed consent. It will consider some of the basic human rights in relation to research and, in particular look at issues relating to informed consent in research. It will also consider the use of participant information sheets and some of the ways in which informed consent may be compromised, for example, by limitations set on confidentiality and participants' lack of understanding

References:

- Polgar & Thomas (2013) *Introducing Research in the Health Sciences* 6th ed. pp 24 – 26, 258 – 259
- Polit & Beck (2017) Essentials of Nursing Research 9th ed. pp 84 – 103
- Oliver, Paul (2010) *The student's guide to research ethics* 2nd ed. Maidenhead, OUP
- Silverman D (2010) (op. cit.) pp 152-178
- Gray D (2014) *Doing Research in the Real World* (London, Sage) pp 67-96
- NHS Health Research Authority (2017) UK policy framework for health and social care research.
- https://www.hra.nhs.uk/documents/1068/uk-policy-framework-health-social-care-research.pdf
- Good Clinical Practice: www.mhra.gov.uk/Howweregulate/Medicines/Inspectionandstandards/GoodClinicalPractice

Learning and Teaching Strategies

Teaching methods will encompass:

- Presentations / Lectures
- Group work
- Debate and Discussion
- Personal reflection
- Workshop

In addition to the main teaching sessions, there is a workshop on *Obtaining Informed Consent*, This workshop entitles participants to a Certificate of Attendance. Learning will be supported further by the use of prepared notes, selected reading and visual aids. Course materials will be made available on 'My Studies' where appropriate: http://studentcentral.brighton.ac.uk

Literature Searching
You will be expected to develop your searching skills to ensure all relevant literature for your assignment is accessed. You should establish a database of current theoretical and empirical articles and texts to draw on to complete your assignments.

Study and Academic Writing Skills

Some of you will have recently submitted academic essays and will be ready to do so again. Others may not be in this position and the following offer guidance to either review or prepare for your study techniques on this module.

- Anderson J, Poole M. *Assignment and thesis writing*. 4th ed. John Wiley & Sons; 2001
- Bourner T, Race P. *How to win as a part-time student*. 2nd ed. London: Kogan Page; 1995
- Clanchy J. *How to write essays: a practical guide for students*. 3rd ed. Melbourne: Longman; 1998 Cottrell S. *The study skills handbook*. 5th ed. Basingstoke: Macmillan; 2019
- Northledge A. *The good study guide*. 2nd ed. OU Press; 2005
- Phelan P. *Argument and evidence: critical analysis for the social sciences*. London: Routledge; 1995
- Powell S. *Returning to study – a guide for professionals*. Buckingham: OU Press; 1999
- Trzeciak J, Harlow SE. *Study skills for academic writing: student's handbook*. Melbourne: Longman; 2000
- Young P. *The art and science of writing – a handbook for health science students*. London: Chapman and Hall; 1996

In addition, there is support available to you to help you work on your study skills and essay writing within the Universities of Brighton and Sussex. In particular, you can access the two Royal Literary Fund Fellows or online support from the University of Sussex's Skills Hub:

Better writing with the RLF
Two Royal Literary Fund (RFL) Fellows are available to help students improve their writing skills. One to one sessions can be booked via the Study Direct page:
For more information visit www.sussex.ac.uk/library/guides/rlf

Alternatively, students can visit the Royal Literary Fund website where there is lots of useful information on essay writing:http://www.rlf.org.uk/resources/writing-essays/

Academic skills for students at University of Sussex
For practical help on academic English language skills, reading, research and study techniques. To find out more and book a place for workshops, tutorials and events click link below:
http://www.sussex.ac.uk/skillshub/

Library Services

BSMS students have access to the University of Sussex Library as well as the University of Brighton Falmer Library, where key textbooks for the course will be held - here is the BSMS Library Link. You will be registered to use the Universities' computing facilities and receive a library card. A username and password will provide you with access to online resources to the University of Brighton – My Studies. To access Sussex Library online resources and certain reading list items follow instructions here.

BSMS librarians offer training on finding and retrieving information, literature searching, online referencing, and can purchase books for your specific research area where possible. For further information please see the library induction video. Please contact us via the email below if you have any issues with accessing online library resources. To make an appointment or for general enquiries, email BSMS Librarians, Steve Bowman and Annemarie Frank on: bsmslibrary@bsms.ac.uk

The BSMS library catalogue SABRE can be accessed via My Studies. See also Online Resources which link to databases and authoritative websites in the fields of medicine, pharmacy, nursing and other subject areas.

Module Assignment – A 3,000 word Research Proposal
Submission Deadline: ~~Tuesday 31st May 2022 by 4:30pm~~
Tuesday 6th September by 4:30pm (Assessment deadline changed)

The assignment requires you to write a 3,000 word research proposal. The aim of the assignment is to demonstrate your knowledge and understanding of *research design*.

The assessment will comprise a research proposal of a selected issue of interest to you. You will need to describe and justify an appropriate research design (research question, sampling, methodology, methods, data analysis, an ethical framework and issues) in order to investigate your research question. **Evidence of evaluation of a range of research methodologies and methods must be demonstrated** and incorporated into this assignment.

You are also expected to demonstrate *critical appraisal* skills. These are particularly evident when discussing the literature which informs your research question and evaluating a range of research methodologies and methods.

The word count is up to 3,000 words.

Tables and figures are *not* included in the main word count, but should have a maximum of 500 words in total and words beyond this limit will not be marked*.*

Referencing, bibliography and appendices are *not* included in the word count.

You must show your word count on the front cover.

You have the option to submit a draft of 1,000 words of your assignment. This will provide the opportunity for feedback. **NB** – these may not be looked at in the two weeks before submission.

In addition, you need to **include in the appendices**:

1. A 500 word **Reflective Account** of the extent to which the knowledge you have obtained within the module has influenced or affected aspects of your practice or professional context.
2. If your research area is in clinical trials, it is suggested that you attach a Certificate of Completion of NIHR GCP course: https://www.nihr.ac.uk/our-faculty/clinical-research-staff/learning-and-development/national- directory/good-clinical-practice/our-courses/introduction.htm

Guidelines and suggested structure for writing your assignment

a) Introduction
State the background to the area of study and why this is important. Say why you are interested in the topic – your rationale. State the purpose of your study and be clear what your research question is.

b) Review of indicative literature
Show how you searched the literature. You may include the whole search strategy in your Appendix, but you should discuss some details within the text. List the electronic databases you used and include after each one the years of the search, for example: Medline (1966 – September 2006); Cochrane (Version 2). Include a list of key terms that you used.

Select **two** articles to critique in depth. Select a critical appraisal tool to support this e.g. CASP. Remember to focus on the research design of the papers you select.

c) Research Design
*It is important that you make extensive reference to the **research methods** literature in this section.*

Your research design should describe, justify and evaluate:

a. Research question
b. Sampling – of both site(s) and participants. For a systematic review, this section will focus on inclusion and exclusion criteria for the literature reviewed.
c. Methodological approach and methods of data collection
d. How you intend to analyse the data

e. Any ethical issues that might arise in the proposed research and any ethical frame work or approach to governance you might use) e.g. will the proposed research require ethical approvals?)

In this assignment you will need to demonstrate evidence of your evaluation of a range of methodological approaches / methods, not just the one you choose for your proposed research area.

Qualitative

Show that you understand the main approaches. Justify the approach you have chosen and those which you have discounted. The main methodological approaches include e.g. ethnography, case studies, action research. Qualitative methods include interviews (incl focus groups); observation, documentary analysis.

Quantitative

Show that you understand the main methodological approaches (Surveys, experimental / quasi-experimental designs, RCTs) and justify the design you choose and why you have discounted others. Methods include questionnaires, structured interviews, and systematic observation.

Systematic Reviews

Give your reasons for doing a systematic review and evaluate this as a methodological approach. Refer to the literature on how to conduct a systematic review.

d) References

All the references used in the text must be listed here. Be careful that you don't forget any. It is worth going through the assignment and just checking that nothing has been lost. Students sometimes include web site addresses in the text; include these in the reference list.

e) Appendices

e.g. Full details of your literature search may be included in an Appendix.

Assignment exemplars: there are some examples of good practice to look at on My Studies.

Marking Criteria

The following schema is an indicative framework for the assessment of assignments. Course participants will be given a percentage mark, but the Division places great emphasis on individual written feedback, often supplemented by face-to face discussion of the work with the course tutor. Assignments are internally moderated and a sample sent to the external examiner for quality assurance purposes.
PLEASE NOTE THE PASS MARK FOR ALL MODULES IS 50%

Criteria IAN	Failure (0 - 39%)	Failure (40 - 49%)	Pass (50 - 59%)	Merit (60 - 69%)	Distinction (70 - 79%) at this level, students demonstrate an outstanding and exceptional level of achievement	Distinction (80 + %) at this level, students demonstrate an outstanding and exceptional level of achievement
Introduction and background to proposed research area and rationale for selection of the research area	No introduction or background to proposed research area	Brief introduction and / or background presented	Introduction and background are presented and relate to a defined area of research	Introduction and background are clearly expressed; the context well defined with reference to a broader literature	Introduction and background are very well expressed; the context very well defined	Introduction and background are concise and exceptionally well expressed, the context is clearly defined and established.
Critical appraisal of literature: **2 pieces are selected for appraisal and appraisal uses an identified an appraisal tool e.g. CASP; MMAT**	No critical appraisal of literature	Critical appraisal is descriptive or superficial	The selected literature is adequately but not critically reviewed	Good critical evaluation of the literature; clear relation to the proposed area of research	Detailed critical evaluation of the literature that is effectively related to the proposed research area	Exceptional level of critical evaluation and discussion of relation to the proposed research area
Research design: research question and focus of the proposed research; Sampling, Methodology and Methods **A research proposal is presented for an intended research project e.g. for dissertation**	No problem statement; No link to research methods literature; No aims/objectives, questions or hypotheses Inappropriate description of research methodology and methods	Problem statement poor; poor links to research methods literature; inappropriate aims/objectives, questions or hypotheses Poorly explained and justified methodology and methods	Problem statement appropriate, but may be some weaknesses in selection or expression Methodology and methods explain but may be gaps in the research design. Limited reference to the research methods literature	Problem statement appropriate; clear link from literature to problem statement Methodology and methods well suited to problem; all steps clearly and fully explained; limitations of study acknowledged. Good use of research methods literature to support this section of the assignment. Outline of the relation between theory and method.	Problem statement appropriate; relevant and clear link from literature to problem statement Methodology and methods well suited to problem; all steps clearly and fully explained; limitations of study acknowledged e.g. validity and reliability. Broad use of research methods literature to support this section of the assignment. Detailed discussion of the relation between theory and method	Problem statement appropriate; exceptionally clear link from literature to problem statement Methodology and methods entirely appropriate to problem; all steps clearly and fully explained; limitations of study acknowledged; validity and reliability exceptionally well covered. Extensive use of research methods literature to support this section of the assignment. Extensive and detailed discussion of the relation between theory and method
Overall discussion and evaluation of a range of methodological approaches **The assignment discusses and evaluates a range of methodological approaches**	No overall discussion of a range of methodological approaches	An outline of a range of methodological approaches is presented but this is descriptive or superficial	The assignment engages with selected methodological approaches and offer some limited evaluation of these The assignment demonstrate some knowledge and understanding of the main research concepts and key methodological approaches	The assignment critically engages with a range of methodological approaches and discusses and offers some evaluation of these with reference to an appropriate research methods literature. The assignment demonstrate a good knowledge and understanding of the main research concepts and key methodological approaches	The assignment critically engages with a range of methodological approaches and Evidence of detailed discussion and evaluation of these with reference to appropriate research methods literature The assignment demonstrates a detailed knowledge and understanding of the main research concepts and key methodological approaches.	The assignment critically engages with a range of methodological approaches. There is evidence of exceptional level of discussion and evaluation of these with reference to appropriate research methods literature The assignment demonstrates a very detailed knowledge and understanding of the main research concepts and key methodological approaches
Proposed method of Analysis of data collected;	No indication of proposed approach to data analysis	The proposed approach to data analysis is poorly explained	The proposal clearly selects, defines, describes the proposed method of data analysis	The proposed approach to data analysis defines, describes and evaluates the proposed method of data analysis	The proposed approach to data analysis defines, describes and evaluates the proposed method of data analysis drawing on the research methods literature in order to support the analytical approach	The proposed approach to data analysis defines, describes and evaluates the proposed method of data analysis drawing on the research methods and empirical literature in order to support the analytical approach. At this level the proposal

Criteria IAN	Failure (0 - 39%)	Failure (40 - 49%)	Pass (50 - 59%)	Merit (60 - 69%)	Distinction (70 - 79%) at this level, students demonstrate an outstanding and exceptional level of achievement	Distinction (80 + %) at this level, students demonstrate an outstanding and exceptional level of achievement
						critically reviews approaches to analysis in the literature used.
Ethical Issues and governance	The assignment demonstrates no awareness of ethical and governance issues in research	The assignment demonstrates a basic and limited awareness of ethical and governance issues in research	The assignment demonstrates an awareness of ethical and governance issues in research	The assignment demonstrates an awareness of ethical and governance issues in research and engages with these in a critical manner	The assignment demonstrates an awareness of ethical and governance issues in research and engages with these in a critical manner drawing on the research methods literature in order to support this critique	The assignment demonstrates an awareness of ethical and governance issues in research and engages with these in a critical manner drawing on the research methods and empirical literature in order to support this critique. At this level the proposal critically reviews ethical issues in the literature used.
Presentation: Structure, clarity, use of grammar, correct spelling; referencing: appearance and length.	Inadequate communication skills; inadequate referencing; many grammatical and/or spelling mistakes	Poor: lack of structure and clarity; grammatical mistakes; inadequate referencing;	Reasonably clear presentation: reasonable referencing; few grammatical/spelling mistakes	Very good communication skills; accurate referencing; very few/no grammatical or spelling mistakes; clear and fluent style	Excellent communication skills; accurate referencing; virtually no errors; scholarly, well-organised treatment of material	Exceptional communication skills; accurate referencing; no errors; scholarly. Outstanding arrangement and organisation of material

Presentation of Assignments

General
All assignments should

- Have a title page stating the module name and code, title of assignment and word count (to enable anonymous marking, please do not include your name or student number).
- Be typed, double spaced in black print no smaller than point 10.
- Have margins of 3cm on each side of the page.
- Be submitted as one single document including the 500 word reflection as an appendix.

References
Vancouver is our adopted style of referencing. This system is the one most commonly used in other medical schools and medical journals. Vancouver offers simplicity, sympathy to the flow of language and facilitates accurate word counts which do not include citations.

Harvard can be used if preferred and students will not be penalised for doing so, providing referencing is accurate, comprehensive and consistent.

To facilitate efficient and accurate referencing, the bibliographic software Endnote Web is provided on University of Brighton PCs for students and staff. This allows the creation of bibliographies in Microsoft Word, the searching of bibliographic databases and the organisation of references in a searchable database. For guidance on Vancouver see the **BSMS Vancouver Style of Referencing Handout** available in Library Resources on Referencing and Endnotes on My Studies. Contact bsmslibrary@bsms.ac.uk if assistance with setting up EndNote Web is required.

Appendices
Appendices may be submitted with the work to support or give detailed illustration of a particular model or framework e.g. approach to searching the literature.

Module Regulations

Cancellation of Module
The University reserves the right to cancel modules for any reason it deems sufficient and to alter programmes without notice. In the event of such cancellations, the full fee will normally be refunded.

Attendance
It is expected that students will attend 100% of the module. In the event that you are not able to attend for all or part of a module day please contact the Module Administrator in advance explaining the reason for your absence. Please note that you are required to attend for a minimum of 80% of the taught module sessions. If you are unable to meet this requirement you will not be able to take the assessment.

If you need to cancel your place on this module please contact the Module Administrator. **Failure to inform the university that you are unable to attend the module prior to the first day of the module will result in a 'fail' for the module and you may incur a charge.**

Anonymous Marking

This module assessment will be marked anonymously in line with University regulations. To ensure the robustness of this process, please do not include your name or student number anywhere in the document (including the file name). You should save your work with the title **MDM10D.** Turnitin identifies your submission with a submission ID (not by name or student number).

Submission of Assignments

Final Submission Deadline: Tuesday 6th September 2022 - by 4:30pm (16:30)

Please submit your assignment *electronically* to the Turnitin Assignment link on *My Studies* by the above deadline. The electronic submission box is closed at the above mentioned time. It is **strongly recommended that you submit your document a few days prior to the deadline** in order to avoid any last minute problems. Please submit just one document and make sure you read and follow the submission instructions contained in **Appendix 1 – Submission Instructions** at the end of this handbook.

Please note: hard copies and submissions via email will not be accepted.

Late Submission and Extensions

Late Submissions

Work submitted within 2 weeks of the deadline for submission (**Late Submissions**) may be accepted for the consideration of the Area Examination Board, with the Course Leader's approval. Late work may be marked and feedback provided to the student, however you should contact the Course Administrator as soon as you can in these circumstances. Unapproved submissions will be capped at the minimum pass mark of 50%. If the work is submitted more than 2 weeks after the deadline for submission, it will not be accepted, and will be considered a non-submission, and a 'fail' result will be recorded for the component.

Please note that if you have previously failed or have been referred in a module you are not permitted to submit late.

Extensions to submission dates are only given in exceptional circumstances where evidence is provided. Your extension form must be signed by your course leader and can be granted for a maximum period of one week. If you wish to apply for an extension to the submission of assignment dates, you should contact Ian Angell – I.Angell@bsms.ac.uk to obtain the relevant forms and consult the Graduate Handbook for guidance on the procedure.

A submission box for agreed extensions and late work will be available for a period of one to two

weeks respectively after the final deadline.

Results and Examination Board

You should be able to access online feedback and **provisional results** (subject to external examination) on Tuesday 4th October 2022 via My Studies. **Please note that marks at this stage are provisional and** **may be subject to change following external moderation.** You will receive email notification regarding your agreed results after all results are ratified at the Examination Board on Thursday 27th October 2022. Details of how to access your grade and feedback can be found in **Appendix 1.**

Full details of the BSMS Postgraduate Taught Examination and Assessment Regulations (PGTEAR) can be found on My Studies in the BSMS Postgraduate Medicine area under 'Policy and Regulations'.

If you receive a 'fail' result and are permitted to repeat the module (for which you will incur a charge with attendance) your result for this repeat will be capped at 50%.

Plagiarism

BSMS takes plagiarism extremely seriously. It is a matter of **academic integrity and probity**. Plagiarism is the act of taking the work or ideas from another and passing it off as your own.

Work that you submit must be free from any form of plagiarism. This includes taking passages directly from a journal, book or the internet, copying work from another student on your course, another student who studied the module previously, or another person studying elsewhere or ghost writing.

Plagiarism can also come in the form of **self-plagiarism** if you use your own old essays, reports of publications when writing a new one without referencing them properly. If you are using any of your previous work when writing an assignment you should reference it with the same level of care that you would any other source.

For those students registered with a professional regulatory body (or seeking to be in the future), such as the General Medical Council or Nursing and Midwifery Council, academic plagiarism can have significant professional consequences with regulatory bodies taking a very keen interest in cases where, for example, a doctor's probity is called in to question.

Further information about plagiarism and academic misconduct, and related penalties can be found in the BSMS Postgraduate Taught Examination and Assessment Regulations (PGTEAR).

Additional resources on plagiarism including resources on avoiding plagiarism can be found on both the Universities of Brighton and Sussex's websites:
https://blogs.brighton.ac.uk/ask/avoiding-plagiarism/
http://www.sussex.ac.uk/skillshub/?id=386

The University of Brighton is registered with the JISC Plagiarism Detection Service (TurnitinUK). The Service complies with UK Data Protection Law.

BSMS reserves the right to use the TurnitinUK Plagiarism Detection Service and students' work submitted for assessment purposes **will automatically be submitted t**o the Service for checking.

You will be able to view your Originality report prior to the final deadline for submission (see Appendix 1).

By clicking submit, a student declares their understanding that:
   A) the work is original, of their own construction and not plagiarised from other sources;
   B) anonymity has been maintained by using a pseudonym for any patient/client referred to and have not named Trusts or clinical areas, and;
   C) Failure to comply with above declaration may result in a referral or fail.

Appendix I - Submission Instructions

About Turnitin

Turnitin is a Web-based service that can find and highlight matching or unoriginal text in a written assignment. Turnitin checks any papers submitted against its database of materials to look for matches or near matches in strings of text. Turnitin then generates an Originality Report. The Originality Report summarises and highlights matching text.

Assignment Submission using Turnitin
Before you submit your assignment…..

- Don't forget it's always a good idea to keep a backup copy of all your work, whether you're submitting online or not.
- The front cover of your document must include**:** module code and title, assignment title and word count, please **do not** include your name or student number.
- Please name your file **MDM10D**, Turnitin will recognise that the assignment belongs to you but to ensure anonymity the marker will not see any identifying information so please do not include your name/student number in the file name or the assignment itself.
- Turnitin accepts the following file types: PDF, Microsoft Word, WordPerfect, HTML, RTF, Open Office (ODT), Google Docs and plain text. Zip (compressed) files are not acceptable.
- Your file should not be larger than 40MB.
- Turnitin will not accept submission of multiple files; please submit just one file. Any additional documents should be included as an appendix within your main file.
- To avoid any last-minute technical problems with submission, we strongly advise you to submit your assignment well before the deadline.

- You can submit your assignment multiple times up to the deadline. Your final submission before the deadline will be the one which is counted. We recommend that you take advantage of this to avoid any problems with last-minute submission!
- If you do have technical problems with submitting your assignment, try:
    - Submitting in a different file format – we recommend PDF if you have problems with a different file type.
    - Using a different internet browser – we recommend Firefox. In particular, students have in the past experienced problems with submitting using Safari.
- If neither of these solves the problem, please contact the University of Brighton IT Service Desk (servicedesk@brighton.ac.uk / 01273 64 4444) or the Programme Administrator.

Declaration
By clicking submit, you confirm that you have read, understood and agreed the following declaration:

a) the work is original, of your own construction and not plagiarised from other sources;

b) anonymity has been maintained by using a pseudonym for any patient/client referred to and have not named Trusts or clinical areas, and;

c) failure to comply with above declaration may result in a referral or fail.

Turnitin Submission Guide
For an up to date guide on how to use Turnitin please view the following webpage with instructional videos:
http://libguides.brighton.ac.uk/esubmission/turnitin

The University of Brighton offers an online Writing Advisory Service that provides personalised feedback on written work. Details can be found via the link: https://libguides.brighton.ac.uk/studyskills