

Social Sciences Research for Healthcare Master's Degree Programme Specification

<https://www.bradford.ac.uk/courses/pg/social-sciences-research-for-healthcare/>

Academic Year:	2023/24
Degree Awarding Body:	The University of Bradford
Academic Partner:	White Rose Doctoral Training Partnership
Target Degree Award:	Master of Science in Social Sciences Research for Healthcare [Framework for Higher Education Qualifications Level 7]
Interim/Exit Awards:	Postgraduate Diploma; Postgraduate Certificate [FHEQ Level 7]
Programme Admissions:	September
Programme Mode of Study:	1 year full-time or 2 years part-time
Date Last Approved:	April 2023

Please note: This programme specification has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

Minor Modifications Schedule

1. November 2020: Specification reformatted for greater accessibility
2. June 2021: Update to modules offer
3. August 2021: Annual update for 2021 academic year
4. May 2022: Annual update for 2022 academic year. Specification made more accessible
5. April 2023: Update to optional modules

Introduction

Research in healthcare is increasingly focused on the 'whys' and 'hows' of people's behaviour. For example, why do people continue to smoke when they know it causes lung cancer? How do people decide whether to take the medicine their doctor has prescribed?

Social sciences research is needed in healthcare to develop an understanding of these complex behaviours, and to improve the health of individuals and the population. This is very different to the quantitative research most healthcare professionals learn about in their professional education. This programme will provide you with a clear understanding of the underlying principles of social sciences research design and ethics for healthcare and enable you to independently design and undertake robust projects that begin to answer these complex questions. In addition, you will also learn how to disseminate these findings to gain their maximum impact.

The programme will also prepare you personally for a career in research. You will learn how to critique and build on the work of others, as well as identify your own research-related learning needs and become part of a thriving research community. The research

community at the University of Bradford has expertise in applied health research and will support you to develop your independent research skills and networks. This will help to sustain your future research, apply for prestigious funding opportunities and potentially go on to undertake doctoral research.

The programme incorporates a selection of optional modules for students, allowing them to choose modules which reflect their professional and research learning needs and learning styles. Several options have specific entry requirements which should be checked before choosing those options. There will be many opportunities within these options for students to participate in interprofessional learning with a variety of healthcare professionals.

The University of Bradford embeds an inclusive approach in all of our programmes, and we recognise that there is a need for flexibility in modern programmes of study, particularly where students may also be working as healthcare professionals. Therefore, the programme has been designed to be equally accessible as a full-time or part-time programme, with the option for a significant amount of blended learning. We also build as much flexibility as possible into our approach to learning, teaching and assessment.

The White Rose Doctoral Training Partnership pathways

Participating in this programme will give you an opportunity to appraise multi-disciplinarity of research, by participating in activities of your choice within the **White Rose Doctoral Training Partnership (WRDTP)** in two pathways: **Wellbeing, Health and Communities and Sustainable Growth, Management, and Economic Productivity**.

Participating in activities related to the **Wellbeing, Health and Communities (WHC)** theme you will consider multi-disciplinary perspectives on health and wellbeing.

- The theme aims to develop expertise on inequalities, ageing, e-health, emergency care, obesity, modelling and economic evaluation and cost-effectiveness of health policy interventions.
- Inclusion and resilience connections are made between health, employment, employability and work psychology.

In the **Sustainable Growth, Management and Economic Productivity (SMP)** theme you will focus on aspects of productivity and sustainable economic growth at multi-level scale, from firm, to sectoral, regional and national levels.

- It includes wages, finance, financialisation, skills and welfare.
- In addition, skills are developed in macro-level economics and other levels of micro-analysis to capture complex systems of management, regulation, governance (covering marketing, work and employment relations, accounting and finance, public services).
- Economic development, business support, and the sustainability of economic policies and interventions are also included.

If you are an ESRC funded student, you will be expected to undertake all components of this qualification as part of your studentship, with the MSc described in this document forming the first year of your training. Years 2-4 will constitute your doctoral research:

<https://www.bradford.ac.uk/postgraduate/research-degrees/>

Programme Aims

The programme is intended to equip students with:

- A1 The knowledge, interdisciplinary research skills and behaviours required by the modern healthcare environment, to pursue independent social sciences research projects.
- A2 A supportive educational and research environment which meets their individual needs, in order to develop their professional abilities as a research professional in healthcare.

Students will demonstrate:

- A3 A critical understanding of research design and methodology and the ability to autonomously select and justify appropriate methodological approaches
- A4 Interdisciplinary research skills relating to project design, communication, personal development planning, networking, information management, gaining ethical approval
- A5 The ability to critically appraise their own data, results and findings, and those of others.
- A6 The confidence and ability to continue to doctoral level training either through ESRC funding or by applying for an alternative prestigious research degree programme schemes.
- A7 The ability to reflect on their personal development and use the Researcher Development Framework to inform and plan their professional development.

Programme Learning Outcomes

To be eligible for the FHEQ Level 7 award of Postgraduate Certificate in Social Sciences Research for Healthcare, students will be able to:

1. Demonstrate a systematic understanding of the principles of research design and strategy, including a critical understanding of methods used to formulate appropriate research questions.
2. Understand, critically evaluate and apply the significance of alternative epistemological positions that provide the context for theory construction, research design and appropriate analytical techniques.
3. Demonstrate a comprehensive and critical understanding of probability, the scientific method and the nature of reflexivity in research design.
4. Demonstrate a comprehensive understanding of techniques applicable to research across disciplines.
5. Critically reflect on interdisciplinary working in order to inform the development of your own research project ideas.

6. Demonstrate conceptual understanding and development of new skills in an area of advanced scholarship.

Additionally, to be eligible for the FHEQ Level 7 Postgraduate Diploma award, students will be able to:

7. Understand, critically evaluate and apply a broad range of research methods, including qualitative, quantitative and mixed methods.
8. Demonstrate a comprehensive understanding of techniques used to analyse data generated in research and apply these using appropriate software.
9. Deal with complex research issues systematically, autonomously and creatively and communicate the conclusions to specialist and practitioner audiences.
10. Demonstrate conceptual understanding and development of new skills in a second area of advanced scholarship.

Additionally, to be eligible for the FHEQ Level 7 Degree award of Master of Science, students will be able to:

11. Demonstrate a comprehensive and critical understanding of the professional and ethical aspects of autonomously managing, conducting and disseminating research.
12. Demonstrate a critical understanding of advanced research skills and techniques by autonomously undertaking an independent research project in an area relevant to your practice.

Programme Structure

The programme is designed to be equally accessible whether you choose to study part time or full time and includes multidisciplinary optional modules to enable you to benefit from interprofessional learning. All incoming students, on an individual basis, will have a discussion with programme team to choose options from the approved list on Page 7 for 'subject specific' content that matches to the WHC pathways or SMP pathway.

Full-time

Full Time Semester 1	Full Time Semester 2	Full Time Semester 3
M1 Research Design, Philosophy & Working Beyond Disciplines (30 credits)	M2 Qualitative, Quantitative and Mixed Research Methods (30 credits)	M3 Professional Skills for Researchers (20 credits)
Optional module (30 credits)	Optional module (30 credits)	M4 Independent Research Project (40 credits)

Part-time

Year	Part Time Semester 1	Part Time Semester 2	Part Time Semester 3
1	M1 Research Design, Philosophy & Working Beyond Disciplines (30 credits)	M2 Qualitative, Quantitative and Mixed Research Methods (30 credits)	M3 Professional Skills for Researchers (20 credits)
2	Optional module (30 credits)	Optional module (30 credits)	M4 Independent Research Project (40 credits)

Curriculum

Stage 1 (Postgraduate Certificate)

Students will study 60 credits at this stage, comprising PHA7072-C and 30 credits of option(s) from the Optional Modules list on Page 7.

Level	Title	Type	Credits	Study Period	Module code
7	M1 Research Design, Philosophy & Working Beyond Disciplines	Core	30	Semester 1	PHA7072-C
7	10 credit option module	Option	10	Sem 1/Sem 2	
7	20 credit option module	Option	20	Sem 1/Sem 2	
7	30 credit option module	Option	30	Sem 1/Sem 2	

Students will be eligible to exit with the award of Postgraduate Certificate if they have successfully completed 60 credits and achieved the award learning outcomes.

Stage 2 (Postgraduate Diploma)

Students will study 60 credits at this stage, comprising PHA7073-C and 30 credits of option(s) from the Optional Modules list on Page 7.

Level	Title	Type	Credits	Study Period	Module code
7	M2 Qualitative, Quantitative and Mixed Research Methods	Core	30	Semester 2	PHA7073-C
7	10 credit option module	Option	10	Sem 1/Sem 2	
7	20 credit option module	Option	20	Sem 1/Sem 2	
7	30 credit option module	Option	30	Sem 1/Sem 2	

Students will be eligible to exit with the award of Postgraduate Diploma if they have successfully completed at least 120 credits and achieved the award learning outcomes.

Stage 3 (Degree of Master)

Students will study 60 credits at this stage, comprising the core modules PHA7074-B and PHA7075-D.

Level	Title	Type	Credits	Study Period	Module code
7	M3 Professional Skills for Researchers	Core	20	Semester 3	PHA7074-B
7	M4 Independent Research Project	Core	40	Semester 3	PHA7075-D

Students will be eligible for the award of Degree of Master if they have successfully completed at least 180 credits and achieved the award learning outcomes.

Optional Modules

Not all optional modules will be available to all students, and some require attendance at study days. Please check the specific entrance requirements where listed with the symbols below and discuss with the programme leader when choosing your optional modules.

Special Requirements

- ⌘ **Dementia Modules (DEM):** Students accessing DEM modules will require access to people living with dementia, either as a regular part of their job, or on a voluntary basis. All dementia modules are available in distance learning mode.
- * **Nursing Modules (NUR):** Students applying for NUR modules may be required to be working in clinical practice with a suitable mentor to sign off the required clinical competencies. This applies where a clinical competency document and/or portfolio of evidence are elements of the assessment process.
- ◇ **Leadership and Management Modules (LEM):** Students accessing LEM modules will be required to have some experience of health and social care; this could be through current or previous employment, voluntary work or a former student placement.
- ‡ **Prescribing Module (PRE) for Pharmacists:** Attendance at study days is compulsory. Eligible students must have been registered with the UK General Pharmaceutical Council (GPhC for at least 2 years and have an associated area of practice: www.bradford.ac.uk/courses/cpd/prescribing-for-pharmacists/
- ¶ **Prescribing Module (PRE) for Healthcare Professionals:** Attendance at study days is compulsory. Eligible students must be registered as a nurse, midwife, podiatrist, physiotherapist, diagnostic/therapeutic radiographer, dietician or paramedic and meet additional entrance requirements: www.bradford.ac.uk/courses/cpd/prescribing-for-healthcare-professionals/
- § **Modules for students on the Sustainable Growth, Management, and Economic Productivity (SMP) Pathway**

Please note that the options available to the student will depend on timetabling, availability and the student's prior experience, so the list that follows is indicative.

List of Optional Modules

FHEQ Level	Title and Special Requirements	Credit	Study Period	Module Code
7	Business Economics §	10	Sem 1	AFE7504-A
7	Accounting and Finance §	10	Sem 2	AFE7511-A
7	Critical Perspectives on Dementia: a rights-based approach (Distance Learning) ✕	30	Sem 1	DEM7013-C
7	Advanced Evidence Appraisal and Synthesis (Distance Learning) ✕	30	Sem 2	DEM7014-C
7	Entrepreneurship and Innovation §	10	Sem 2	EAE7501-A
7	Global Technology and Innovation Management §	20	Sem 2	EAE7502-B
7	Independent Study	10	Sem 1 OR 2 OR 3	HES7001-A
7	Independent Study	20	Sem 1 OR 2	HES7003-B
7	Independent Study	30	Sem 1 OR 2	HES7004-C
7	Human Resource Development §	20	Sem 2	HRM7505-B
7	Health and Social Care Leadership ◇	30	Sem 1	LEM7031-C
7	Managing People in Health and Social Care ◇	30	Sem 2	LEM7032-C
7	Understanding Health and Social Care through Policy and Strategy ◇	30	Sem 1	LEM7033-C
7	Leading Change and Service Improvement in Health and Social Care ◇	30	Sem 2	LEM7034-C
7	Applied Pathophysiology in Acute and Long-Term Conditions *	30	Sem 1	NUR7015-C (L7 INT)
7	Evidence Based Diabetes *	30	Sem 2	NUR7018-C (L7 INT)
7	Urgent Care (Minor Illness/ Injuries) *	30	Sem 1	NUR7063-C (L7 INT)
7	Social Policy, Public Health and Leadership *	30	Sem 1	NUR7067-C
7	Working with Communities to Improve Health *	30	Sem 2	NUR7072-C
7	Sustainable Cities §	20	Sem 2	PES7052-B
7	Prescribing for Pharmacists ‡	30	Sem 1 OR 2	PRE7003-C
7	Prescribing for Healthcare Professionals	30	Sem 1 OR 2	PRE7004-C
7	Strategic Management §	20	Sem 1	SIB7501-B
7	Cross-Cultural Management §	10	Sem 2	SIB7504-A
7	Corporate and Social Responsibility §	10	Sem 2	SIB7505-A

FHEQ Level	Title and Special Requirements	Credit	Study Period	Module Code
7	Mental Distress across the Life Course	20	Sem 1	SOW7022-B

Suggested Semester 1 Pathway Options

Wellbeing, Health and Communities (WHC) Pathway				Sustainable Growth, Management, and Economic Productivity (SMP) Pathway
Dementia Studies (Distance Learning): DEM7013-C	Healthcare Professional: either of: PRE7003-C PRE7004-C Or any of: DEM7013-C LEM7031-C LEM7033-C NUR7063-C NUR7015-C	Allied Health Professions: either of: NUR7063-C NUR7015-C	Healthcare and Policy: either of: LEM7031-C LEM7033-C	AFE7504-A SIB7501-B

Suggested Semester 2 Pathway Options

Wellbeing, Health and Communities (WHC) Pathway				Sustainable Growth, Management, and Economic Productivity (SMP) Pathway
Dementia Studies (Distance Learning): DEM7014-C	Healthcare Professional: either of: PRE7003-C PRE7004-C Or any of: DEM7014-C LEM7032-C LEM7034-C NUR7018-C	Allied Health Professions: NUR7018-C Or any of: DEM7014-C LEM7032-C LEM7034-C	Healthcare and Policy: either of: LEM7032-C LEM7034-C	One of: AFE7511-A EAE7501-A SIB7504-A SIB7505-A And one of: EAE7502-B HRM7505-B PES7052-B

Learning and Teaching Strategy

The programme uses an evidence-based blended approach to learning. The learning and teaching strategy includes taught study days, online 'lecture-casts', workshops, debates, case-based interdisciplinary problems and collaborative learning. To support this learning there will also be webinars and online learning packages. The programme aims to make use of students' own experiences, allow choice in learning (optional modules) and assessment (M4 Independent Research Project), provide continual formative feedback and encourage students to move to increasingly advanced stages of personal development.

Much of the learning time will be dedicated to directed study, related to their own area of research. This will give students the opportunity to practice and develop the knowledge, skills and practices necessary to become an independent researcher. The learning process will be supported by formative and summative feedback, reflection on learning experiences and tutorials. Students will receive regular support from their personal academic tutor to track their progress against the relevant frameworks, identify their learning needs and set their personal learning objectives.

We utilise our virtual learning environment to ensure materials are accessible and our e-portfolio system enables students to demonstrate their development over time.

Students are also able to attend training at our White Rose Doctoral Programme training partner institutions to develop further their networks and interdisciplinary research skills.

Assessment Strategy

We aim to develop both your research skills and your ability to identify and meet your own learning needs. A range of formative and summative assessments are used.

Development of research skills are structured to enable you to be able to independently design and undertake your own research by the end of the programme. These include a combination of formative and summative assessments which provide an opportunity to receive feedback which you will be able to apply directly to your next assignment.

Different types of assessment are used as preparation for presenting in your research findings in different environments, for example at a conference or as a written piece of work.

A range of scholarly and professional skills for the social and health researcher are also developed and assessed throughout the programme. You will be introduced to the Researcher Development Framework which will enable you to identify skill you already have and those which could be improved. An e-portfolio will be used to showcase the steps you have taken to address your own learning needs – for example, managing a research project, or developing networks. This will help to ensure you are prepared for further doctoral research and/or ready to join your specialised field's 'scholarly conversation' within academia or in practice.

The range of optional modules provide an opportunity to develop your advanced knowledge in areas that are relevant to your personal practice. These modules are usually multi-disciplinary and will help to develop your professional networks as well as broaden your understanding of the health care system.

A unique aspect of the programme is Module 4 in which students can choose to work on an independent research project with a choice of methods for presenting their findings (ESRC students will complete this assessment under their studentship supervision).

Assessment Regulations

This Programme conforms to the standard University Postgraduate Assessment Regulations which are available at <https://www.bradford.ac.uk/regulations>.

Admission Requirements

Please note: The information that follows relates to the contemporary recruitment cycle at time of publication and therefore may now be out of date. The current tariff, accepted qualifications for entry onto the programme and any restrictions that apply to admission or funding are published on the programme course listing website: <https://www.bradford.ac.uk/courses/pg/social-sciences-research-for-healthcare/>

We take into consideration a number of factors when assessing your application. It's not just about your grades; we take the time to understand your personal circumstances and make decisions based on your potential to thrive at university and beyond.

The standard entry requirement for the programme is an undergraduate Honours degree in a social-science or health-scientific discipline related to the course subject, or equivalent, at 2:1 classification or above.

For ESRC funded students, you will need to be in receipt of your successful studentship confirmation.

Applicants whose first language is not English will need to demonstrate proficiency in English by achieving IELTS 6.0 (or recognised equivalent test) and with no sub-test (speaking, listening, reading and writing) score less than 5.0. Non-UK applicants requiring a student visa need to achieve IELTS with an overall score of 6.0 with at least 5.5 in the four sub-tests. See our website for more details of equivalent scores we can accept in other English language tests.

Recognition of Prior Learning

Applications are welcome from students with non-standard qualifications or with significant relevant experience. Such students will be interviewed for admission to the programme.

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning in order to provide applicants with exemptions from specified modules or parts of the programme.

In the case of ESRC funded studentships, any RPL will be carried out in conjunction with the White Rose Doctoral Training Partnership, as core training may form part of studentship-stipulated conditions.