



**City University London**  
School of Community & Health Sciences

**Assessment Guidelines**

<b>Programme(s)</b>	BSc (Hons) Midwifery (78-week programme)		
<b>Module Code(s)</b>	<b>NM3729</b>		
<b>Curriculum Theme</b>	Fundamental Aspects of Care (FACT)		
<b>Module Title</b>	Using Evidence as the Basis for Practice		
<b>Assessment Type</b>	<b>4000-6000 Word Literature Review (Dissertation)</b>		
<b>Type</b>	Summative		
<b>Submission Deadline</b>			
<b>Cohort</b>	February 2010	<b>Semesters of Study</b>	2 & 3
<b>Level</b>	HE3	<b>Credits</b>	15
<b>Weighting</b>	100%	<b>Pass Mark</b>	40%

**Introduction**

In this assignment you will produce a 4000 – 6000 word structured review of literature related to an area of midwifery practice.

**Guidance on the development and presentation of your literature review**

You may wish to submit a literature review proposal, before carrying out the literature review itself, to see if you have understood what is required for carrying out a literature review. **A literature review proposal** is an action plan which states the area of the proposed investigation, how you will achieve the selection of suitable papers. You should comment on the ethical issues relevant to research on the topic of choice and how these are addressed by the research in your review.

**Guidelines for the student submitting their literature review**

A literature review is a critical summary of what is known about a particular topic. It requires an in depth critique of the methodology used to study the subject as well as the conclusions drawn by the authors. The following notes are designed to guide the student in how to complete their project in the form of a literature review.

**Choosing the topic**

The topic area must be able to sustain a review of up to 4,000 – 6,000 words. It must be an area that has been empirically investigated in the past, although other forms of literature may be included. It is difficult to be specific about the number of research papers that should be included but the student needs to demonstrate a grasp of the methodology/ methodologies used to study the area. Equally, you should not choose a topic that has been so widely studied that the material would be overwhelming. For example, rather than considering 'pain in labour', you might want to focus on midwives' assessment of pain in labour.

**Structure of the literature review**

The structure of the literature review could look something like this:

***Introduction***

Why this area? Why now? It should give a justification and rationale for the chosen topic.

Aim/objectives/research/questions? What questions will the literature review help to answer? What do you hope to achieve at the end – who will it benefit? Background information, including operational definitions, could be included here.

***Methodology***

Data collection how you approached it i.e. searching locating and recording information

Sample this is the analogous to the research subjects of an empirical study but you are sampling all the studies that could be reviewed on the topic. It should consider inclusion/exclusion criteria and the scope and focus of the review.

### **Data analysis**

What criteria were used to analyse literature and why? Was a theoretical framework or scoring system used?

### **Findings**

An in-depth critique of the literature – what did you find? Some form of structuring, within this section, is a good idea. You could split the chapter into sub-sections with headings around the aspects of care or treatment within the topic being reviewed e.g. what pain in labour is, what tools are used to assess pain in labour, how good are midwives at assessing pain in labour etc. You will need to consider what methods were used to study the area and how rigorously were they applied? Look for bias or conflict of interest. You might want to compare and contrast studies and comment on the body of the literature on the topic. This should include any variations in results/findings within the range of studies considered. You can include tables, graphs or spreadsheets to illustrate your findings.

### **Discussion and conclusion**

What do the findings mean? An in-depth interpretation is required, including implications and recommendations for practice, education and/or management. Could this be applied to your clients or your practise? How might your findings influence the experience of childbearing women and their babies? For example, you might propose an education package midwives or women, or an assessment tool for practice or a set of policy guidelines. If further research is required, how might it be designed?

## **Module Learning Outcomes**

The learning outcomes for this module are met in a range of ways, including the learning and teaching strategies used in the module, your student directed study and through this assessment. The specific learning outcomes this assessment focuses on are:

### **Cognitive/Intellectual Skills**

- Demonstrate clarity of thinking when formulating and answering questions.

### **Knowledge/Understanding**

- Demonstrate knowledge and understanding of a range of primary research methodologies (NMC B8, D1).
- Recognise the value of systematic reviews for synthesising and appraising available evidence (NMC B8, D1)
- Explain the differences in the processes of audit from that of research (NMC B8, D1)
- Discuss and analyse the challenges for translating evidence into practice (NMC A5)
- Critically analyse the relationship between healthcare practice and its evidence base (NMC B8, D1).

### **Subject Specific Skills**

- Use appropriate strategies and methods for data collection in order to evaluate practice in a defined clinical topic (NMC B4, D3).
- Critically evaluate strengths and limitations of strategies of data collection and analysis (NMC D1)
- Discuss ethical and legal challenges that might be encountered in the course of research and study (NMC B1, B4).
- Display critical awareness of the methods used for analysing text based and numerical data. (NMC B8, D1)
- Discuss available strategies for the implementation of research findings and consider their relative strengths and limitations (NMC D2)

### **Transferable Skills**

- Work effectively with others as a member of a group and meet obligations to others (NMC C2).
- Formulate and justify criteria for selection or exclusion of information from a range of sources including on-line academic databases, web based material, statistical sources, books and journals (NMC B8, D1)
- Communicate observations accurately reliably and unambiguously (NMC A13).
- With limited guidance competently undertake a research task that has the potential to result in the development of new knowledge or practice (NMC B8).
- Present data effectively giving consideration to professional and lay audiences (NMC A13)
- Write in a reflective style, showing an ability to critically analyse and evaluate events relating experience to theory (NMC C1).

### **Values and Attitudes**

- Discuss the importance of critical perspectives about the evidence base for practice (NMC B2).
- Demonstrate respect for the contribution of peers thus facilitating effective collaboration, peer support and peer appraisal (NMC B1).
- Apply principles of beneficence, non-maleficence, respect for confidentiality and safety in planning and evaluating research studies and audit projects (NMC B1).
- Display critical awareness of the range of potential perspectives of the patient as participant in evidence generation.

### **Assessment Criteria**

Your project will be marked using the following criteria, so you must ensure you address these in your work, taking into consideration the percentage each criterion is worth of the overall mark and the grade related criteria that are in your programme handbook.

<b>Structure and presentation</b>	
Neatly presented, within prescribed length and correct use of the Harvard referencing system.	5%
Evidence of wide reading and a competent academic literary style	5%
<b>Content</b>	
An introduction to the research topic is included. The research question is developed; aims of the review and rationale are clear.	10%
Search strategy is explained, databases are appropriate and comprehensive, inclusion and exclusion criteria are systematically applied.	20%
Review demonstrates critical analysis of the study designs and findings, using an appropriate appraisal tool. Well supported conclusions are drawn about the literature included in the review.	35%
Review discusses implications of the findings and recommendations for future practice, education, management and research.	25%



**Assessment Submission**

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<b>Name of Module Leader</b>		<b>Student Number</b>	
<b>Student SURNAME</b>		<b>Student FIRST NAME</b>	
<b>Word Count</b>		<b>Cohort</b>	
<b>Group Number</b>		<b>Submission Deadline</b>	
<b>Attempt</b> (e.g. 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> )			

I certify that the two copies of coursework, one being electronic, that I have submitted is my own unaided work, and that I have read and complied with the guidelines on plagiarism as set out in the student handbook. I understand that the University may make use of plagiarism detection software and that my work may therefore be stored on a database, which is accessible to other users of the same software.

**Students should be aware that, where plagiarism is suspected, a formal investigation will be carried out, and action may be taken under the University's rules on Academic Misconduct. This might result in penalties ranging from mark deduction to withdrawal from the University.**

Signature ..... Date .....

**For office use only:** Please stamp here

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**Assessment Submission Receipt:** Please complete the details below prior to submitting your work

<b>Student Name:</b>		
<b>Module Code</b>	<b>NM3729</b>	<b>For office use only:</b> Please stamp here
<b>Theme</b>	Fundamental Aspects of Care (FACT)	
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**Marking Record and Feedback to Student**

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<b>Name of Student</b>			
<b>Cohort</b>			
<b>Name of Marker</b>			
<b>Name of Moderator</b>			
<b>Final Mark</b>		<b>Pass/Fail</b>	

<b>STRUCTURE &amp; PRESENTATION (10 MARKS)</b>			
<b>Criteria</b>	<b>Marks available</b>	<b>Mark awarded</b>	<b>Marker's feedback</b>
Neatly presented, within prescribed length and correct use of the Harvard referencing system.	5		
Evidence of wide reading and a competent academic literary style	5		
<b>Overall feedback for section:</b>			
<b>Total mark for this section:</b>			

<b>CONTENT (90 MARKS)</b>			
<b>Criteria</b>	<b>Marks available</b>	<b>Mark awarded</b>	<b>Marker's feedback</b>
An introduction to the research topic is included. The research question is developed; aims of the review and rationale are clear.	10		
Search strategy is explained, databases are appropriate and comprehensive, inclusion and exclusion criteria are systematically applied.	20		
Review demonstrates critical analysis of the study designs and findings, using an appropriate appraisal tool. Well supported conclusions are drawn about the literature included in the review.	35		
Review discusses implications of the findings and recommendations for future practice, education, management and research.	25		
<b>Overall feedback for section:</b>			
<b>Total mark for this section:</b>			

**Marker's overall feedback** (please continue on a separate page if necessary)

**Marker's Signature** ..... **Date** .....

**FINAL MARK:**

**Moderator's feedback**

**Moderator's Signature** ..... **Date** .....

**External Examiner's feedback to student**

**External Examiner's Signature** ..... **Date** .....

**Print Name** .....