

**CDA4 Programme Design Template
Module specification (with KIS)**



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Research Basics				
Module Code	UZYRGU-15-0	Level	0	Version	1
Owning Faculty	Health and Applied Sciences	Field	Allied Health Professions		
Contributes towards	Foundation Programme for Health Professions				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	Stand alone	
Valid From	September 2014		Valid to	September 2020	

CAP Approval Date	29/05/2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate basic knowledge of research/investigation methods – quantitative and qualitative (Component A & B) • Demonstrate basic knowledge of techniques for analysing data (Component A) • Demonstrate understanding of ethical practice in research/investigation activities (Component B) • Consider and apply as appropriate health and safety factors in undertaking research/investigation activities (Component A & B) • Select and plan appropriate research/investigation (Component A & B) • Explain and justify planned techniques (Component B) • Consider interpretation of data and drawing appropriate conclusions (Component A)
Syllabus Outline	<p>Quantitative and Qualitative Research Methods</p> <p>Experiments Observations Questionnaires and Surveys Interviews Case Studies</p>

Research Design
 Aims and hypotheses
 Research designs
 Sampling
 Ethical issues
 Health and Safety issues

Data Analysis
 Analysis of qualitative and quantitative data
 Graphs and charts
 Non-inferential statistics
 Inferential statistics

Contact Hours

This module consists of 150 hours of study in total.

 This includes 90 hours of scheduled teaching (comprising 35 hours of lectures, 10 hours of tutorials, 35 hours of laboratory sessions, and 10 hours of project supervision) plus 60 hours of independent study.

Teaching and Learning Methods

Scheduled learning includes lectures, seminars, tutorials and project supervision,

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.

Key Information Sets Information

Key Information Set - Module data				
<i>Number of credits for this module</i>				15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	90	60	0	150



The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam
Practical Exam: Oral Presentation

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	100%
Coursework assessment percentage	0%
Practical exam assessment percentage	pass/fail
	100%

Reading Strategy	<p><i>Core readings</i> Any essential reading will be indicated clearly along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Libraries. Module guides will also reflect the range of reading to be carried out.</p> <p><i>Further readings</i> Further reading is advisable for this module, and students will be encouraged to explore at least one of the titles held in the libraries on this topic. A current list of such titles will be given in the module guide and revised annually.</p> <p><i>Access and skills</i> Formal opportunities for students to develop their library and information skills are provided within the induction period. Additional support is available through the Library Services web pages at UWE, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library at UWE.</p>
Indicative Reading List	<p>Aveyard, H. and Sharp, P. (2009) <i>A Beginner's Guide to Evidence-Based Practice in Health and Social Care</i>. Berkshire: Open University Press.</p> <p>Bell, J. (2010) <i>Doing Your Research Project. A guide for first time researchers in education and social science</i>. 5th Ed. Berkshire: Open University Press</p> <p>Denscombe, M. (2007) <i>The Good Research Guide</i>. 2nd Ed. Berkshire: Open University Press</p> <p>Moule, P. and Heck, G. (2011) <i>Making Sense of Research: An Introduction for Health and Social Care Practitioners</i>. 4th Ed. London: SAGE Publications.</p> <p>Gross, R (2010) <i>Psychology The Science of Mind and Behaviour</i>. London: Hodder Arnold</p> <p>Web site:</p> <p>The Elf Service: http://www.nationalelfservice.net/ <i>The National Elf Service is a collection of evidence-based websites aimed at health and social care professionals. New quality research is critically appraised with subject experts summarising the work in simple and clear blogs</i></p>

Part 3: Assessment

Assessment Strategy	<p>The assessment strategy consists of:</p> <p>Component A: 1.5 hour Exam including Multiple Choice Questions and Stimulus Questions Exam to demonstrate student's depth of understanding – this allows the student the opportunity to consider options for correct answers drawn from the student's reading, lectures, class discussions and tutorials. It also allows students to demonstrate their analytical skills and apply their understanding to authentic scenarios.</p> <p>Component B: 10 minute Oral Presentation of Proposal for Investigative Project – allows the student the opportunity to demonstrate justification of choice of topic and proposed method of investigation.</p> <p>Regular formative assessment will take place throughout the module delivery</p>
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	<p>to enable students to gauge their progress and learning to date.</p> <p>There will also be opportunities for students to rehearse their oral presentation prior to the assessment.</p>
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Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	Pass/fail
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Exam (1.5 hour) - Multiple Choice and Stimulus Questions	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Oral Presentation of Proposal for Investigative Project – 10 minutes	Pass/fail	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Exam (1.5 hour) - Multiple Choice and Stimulus Questions	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Oral Presentation of Proposal for Investigative Project – 10 minutes	Pass/fail	
<p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>		