

Learning and Teaching Team (LTET)

MODULE / PROGRAMME APPROVAL LOG

<b>Module/Programme Title:</b>	Research Principles for Radiography
<b>Module/Programme Code:</b>	UZYSWX-15-2
<b>Initial 'Valid from' Date:</b>	September 2015
<b>Approved by (panel and date):</b>	CAP 30 April 2015
<b>Approved until:</b>	September 2021
<b>CAR ID</b>	2247

**Changes:**

**Version 1.1**

<b>Outline Change Details:</b> Programme module contributes to changed name (Diagnostic Imaging to Diagnostic Radiography).	
<b>Rationale:</b> As above	
<b>Change requested by:</b>	Simon Messer
<b>ASQC approval date:</b>	16 January 2019
<b>Change approved with effect from:</b>	Sept 2019
<b>CAR ID</b>	5002

**Version 1.2**

<b>Outline Change Details:</b>	
<b>Rationale:</b>	
<b>Change requested by:</b>	
<b>CAP approval date:</b>	
<b>Change approved with effect from:</b>	
<b>CAR ID</b>	

**Version 1.3**

<b>Outline Change Details:</b>	
<b>Rationale:</b>	
<b>Change requested by:</b>	
<b>CAP approval date:</b>	
<b>Change approved with effect from:</b>	
<b>CAR ID</b>	

**Note:** After three low impact changes have been made the module/programme will need to be taken to a CAP for re-approval.

**STUDENT AND ACADEMIC SERVICES  
MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Research Principles for Radiography				
Module Code	UZYSWX-15-2	Level	2	Version	2
Owning Faculty	Health and Applied Sciences	Field	Allied Health Professions		
Contributes towards	BSc (Hons) Radiotherapy and Oncology BSc (Hons) Diagnostic Radiography				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	UZYRJD-20-2	Module Entry requirements	NA		
Valid From	September 2015	Valid to	September 2021		

<b>CAP Approval Date</b>	30 April 2015
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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"> <li>• Discuss the principles of research and their applications (Component A )</li> <li>• Discuss the ethical issues arising from a range of research methodologies in Health and Social Care research (Component A )</li> <li>• Evaluate research designs, principles and methods (Component A)</li> <li>• Demonstrate the ability to search for and critically appraise research literature and evaluate the usefulness of the findings for professional practice (Component A)</li> </ul>
Syllabus Outline	<p>Accessing research literature: Use of databases and other sources</p> <p>Understanding research design: Qualitative and quantitative methodologies</p> <p>Critically evaluating research and its potential for informing practice</p> <p>Ethical issues in research</p> <p>Analysis of qualitative and quantitative data</p>
Contact Hours	Students will have a number of keynote lecturers on research designs, principles and methods. Following each key note lecture there will be a small group seminar (1hr) to practically discuss the topic areas. This is a total of 36 contact hours.
Teaching and Learning Methods	<p><b>Scheduled learning</b> includes lectures, seminars and tutorials.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute</p>

an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.

**Key Information Sets Information**

Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

<b>Key Information Set - Module data</b>				
<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	36	114	0	150

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

**Coursework:** Written critique of research

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:		
Coursework assessment percentage		100%
		100%

**Reading Strategy**

**Core reading**

Any core reading will be indicated clearly, along with the method for accessing it, eg 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 Library. Module guides will also reflect the range of reading to be carried out.

**Further reading**

All students are encouraged to read widely using the library search, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the module handbook and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.

**Access and skills**

Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend sessions on selection of appropriate databases and search skills. Additional support is available through the library web pages, including interactive tutorials on finding books and

	journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.
Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. <i>Current</i> advice on additional reading will be available via the module handbook or Blackboard pages.</p> <p>Aveyard, H. (2014) <i>Doing a literature review in Health and Social Care: A practical guide</i>. 3<sup>rd</sup> ed. [online] Maidenhead: Open University Press. [Accessed 12 December 2014].</p> <p>Bailey, D. (2014) <i>Research for the Health Professional: A practical guide</i>. 3<sup>rd</sup> ed. Philadelphia: FA Davis.</p> <p>Bowling, A. (2009) <i>Research methods in health: investigating health and health services</i>. [Online] 3<sup>rd</sup> ed. Maidenhead: Open University Press. [Accessed 12 December 2014].</p> <p>Byrne, G. (2007) A Statistical Primer: Understanding Descriptive and Inferential Statistics. <i>Evidence Based Library and Information Practice</i>, 2(1), pp32-47</p> <p>Clarke, V. and Braun, V. (2013) <i>Successful Qualitative Research: A Practical Guide for Beginners</i>. [online] London: Sage. [Accessed 12 December 2014].</p> <p>Moule, P. and Hek, G. (2011) <i>Making Sense of Research: an Introduction for Health and Social Care Practitioners</i>. 4<sup>th</sup> ed. London: Sage.</p> <p>Patton, M.Q. (2002) <i>Qualitative Research and evaluation methods</i> 3<sup>rd</sup> Ed. London: Sage.</p> <p>Ramlaul, A. (2010) <i>Medical Imaging and Radiotherapy Research: Skills and Strategies</i>. London :Churchill Livingstone</p> <p>Rumsey, D.J. (2011) <i>Statistics for Dummies</i>. [online] 2<sup>nd</sup> ed. Hoboken, NJ: Wiley. [Accessed 12 December 2014].</p> <p>Salkind, N.J. (2014) <i>Statistics for People Who (think they) Hate Statistics</i>. 5<sup>th</sup> ed. Los Angeles, CA: Sage</p>

### Part 3: Assessment

Assessment Strategy	The assessment for this module is a written critique of a given article. The purpose is to link the knowledge gained in the key note sessions and seminar groups to perform critical evaluation of the component parts of a research article i.e. sampling, methodology, and ethics. This skill is required at level 3 when writing the dissertation
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Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
<b>First Sit</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b>	
1. 2000 word critique	100%	

**Resit (further attendance at taught classes is not required)**

**Component A** (controlled conditions)  
**Description of each element**

**Element weighting**

1. 2000 word critique

100%

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.