MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Research Dissertation for Radiography				
Module Code	UZYSXU-30-3		Level	3	Version	1.1
Owning Faculty	Health and Applied Sciences		Field	Allied Health Professions	
Contributes towards	BSc (Hons) Radiotherapy and Oncology BSc (Hons) Diagnostic Radiography				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Project
Pre-requisites	Research Principles for Radiography (UZYSWX-20-2)		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	September 2015 September 2019 (v2)		Valid to	September 2021	

CAP Approval Date	30 April 2015

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Critically evaluate the research evidence base with respect to chosen research topic. (Component A) • Systematically collect data appropriate to the project and critically analyse and report this information. (Component A) • Apply a critical understanding of the research process relevant to professional practice. (Component A) • Produce a cohesive and concise report of the research process. (Component A)
Syllabus Outline	Syllabus Outline • Current developments in research governance policy related to professional practice to include: • **Evidence-based practice** Formulation of questions, hypotheses or aims • **Research approaches** Qualitative and quantitative approaches • **Methodological issues** Research planning, reliability, validity, authenticity, rigour • **Ethical issues in research**

Gaining ethical approval , Informed consent , Data protection

- **Critical appraisal of literature**

    Searching and evaluating literature

- **Data collection**

    Liaison and timetabling, Pilot studies, Procedural issues, e.g. inclusion/exclusion criteria, calibrating instruments

- **Interpretation of findings**

    Analysis of qualitative research, Statistical analysis, including descriptive and inferential statistics

- **Dissemination of research outcomes**

    Writing a project

Contact Hours	There is a module introduction for the whole cohort followed by scheduled contact time per student to undertake dissertation supervision and support.
Teaching and Learning Methods	**Scheduled learning** includes tutorials, 1:1 supervision support **Independent learning** includes hours engaged with essential reading and research activities in relation to undertaking a research project
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.

Key Information Set - Module data

Number of credits for this module				30	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement Hours	Allocated Hours	
300	30	270	0	300	✓

The table below indicates as a percentage the total assessment of the module which constitutes a -
Coursework: Written assignment

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%	
		Practical exam assessment percentage			0%	
					100%	

Reading Strategy	**Core reading** It is essential that students read one of the many texts on research methods available through the Library. Module handbooks will also reflect the range of reading to be carried out. **Further reading** Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will be 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. **Access and skills** The development of literature searching skills is supported by a Library seminar provided within the first semester. These level three skills will build upon skills gained by the student whilst studying at levels one and two. 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	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. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms. Aveyard, H. (2014) *Doing a literature review in Health and Social Care:A practical guide.* 3rd ed. [online] Maidenhead: Open University Press. [Accessed 12 December 2014]. Bailey, D. (2014) *Research for the Health Professional: A practical guide.* 3rd ed. Philadelphia: FA Davis.* Bowling, A.(2009) *Research methods in health: investigating health and health services.* [online] 3rd ed. Maidenhead: Open University Press. [Accessed 12 December 2014]. Byrne, G. (2007) A Statistical Primer: Understanding Descriptive and Inferential Statistics*. Evidence Based Library and Information Practice*, 2(1), pp32-47 Clarke, V. and Braun, V. (2013) *Successful Qualitative Research: A Practical Guide for Beginners.* [online] London: Sage. [Accessed 12 December 2014]. Moule, P. and Hek, G. (2011) *Making Sense of Research: an Introduction for Health and Social Care Practitioners.* 4th ed. London: Sage. O'Leary, Z. (2014) *The essential guide to doing your research project.* London: Sage publications Patton, M.Q. (2002) *Qualitative Research and evaluation methods* 3rd Ed. London: Sage. Pope, C., Mays, N. and Popay, J. (2007) *Synthesizing qualitative and quantitative health evidence : a guide to methods.* [online] Maidenhead: Open University Press, McGraw Hill Education. [Accessed 12 December 2014].

Ramlaul,A. (2010) *Medical Imaging and Radiotherapy Research: Skills and Strategies.*London:Churchill Livingstone

Rumsey, D.J. (2011) *Statistics for Dummies.*[online] 2nd ed. Hoboken, NJ: Wiley. [Accessed 12 December 2014].

Salkind, N.J. (2014) *Statistics for People Who (think they) Hate Statistics.* 5th ed. Los Angeles, CA: Sage

Part 3: Assessment	
Assessment Strategy	• 8000 word written research project. Rationale: To enable students to undertake a piece of contemporary research in relation to an area of interest in their professional practice. The word count reflects the complexity of undertaking a research project and the critical process involved in writing and presenting a cohesive piece of work.

Identify final assessment component and element	**Component A**		
		A:	**B**:
% weighting between components A and B (Standard modules only)		**100%**	

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1.8000 word research project	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1. 8000 word research project	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.	