



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Research Studies for Physical Therapies				
Module Code	UZYSYU-30-3	Level	3	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module	No
Owning Faculty	HAS	Field	AHP		
Department	AHP	Module Type	Project		
Contributes towards	BSc (Hons) Physiotherapy BSc (Hons) Sport Rehabilitation				
Pre-requisites	None	Co-requisites	None		
Excluded Combinations	None	Module Entry requirements	N/A		
Valid From	Sept 2015	Valid to	September 2020		


CAP Approval Date	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> <ol style="list-style-type: none"> 1. Demonstrate a critical awareness of the research topic and critical evaluation of existing research/literature and its relevance to practice (Component A) 2. Demonstrate a critical understanding and application of the methodological issues related to undertaking a piece of research using either primary or secondary sources (Component A) 3. Select and develop an appropriate method/strategy to investigate a research question or topic of enquiry relevant to the physical therapies and provide sound justification for the approach (Component A) 4. Conduct a piece of research which reflects critical understanding of research processes and issues, for example ethics, reliability, validity and in the context of the physical therapies (Component A) 5. Write a report of a research project or literature review in a scientific format which includes implications for professional practice (Component A)
Syllabus Outline	<p>Evidence-based practice Formulation of questions, hypotheses or aims</p> <p>Research Approaches Choosing relevant research approaches to address research questions.</p>

	<p>Qualitative and quantitative approaches, including: systematic literature review, action research, experimental and quasi-experimental research, randomised controlled trials.</p> <p>Quality Issues in relation to quantitative and qualitative research methods</p> <p>Ethical issues in research Gaining ethical approval, informed consent, data protection</p> <p>Critical appraisal of literature Searching for and evaluating literature Systematic review methods</p> <p>Data Collection Pilot studies Procedural and pragmatic issues e.g. inclusion/exclusion criteria, calibrating instruments, liaison and timetabling, maintaining blinding.</p> <p>Interpretation and presentation of findings Analysis of qualitative and quantitative findings. Clear and accurate presentation of findings appropriately formatted for the type of data.</p> <p>Dissemination of research outcomes Writing a research report Writing an abstract Scientific posters, conference posters Publication issues</p>
Contact Hours	<p>Up to 31 teaching contact hours</p> <p>These will include lectures and workshops. Delivered by a wide range of specialist staff from a variety of programmes and disciplines across the University.</p> <p>A variety of approaches will be used which may include a variety of learning and teaching methods will be employed including: lectures, seminars, workshops, group work, tutorials, self-directed study, individual and group supervision.</p>
Teaching and Learning Methods	<p>Lectures provide an introduction and summary of the topic area. These are delivered by a wide variety of specialists from professional programmes, library, technology enhanced learning.</p> <p>Seminars/group work include discussion and use of information provided to support learning – student led facilitated by research active staff member. These sessions constitute an average time per level as indicated in the table below.</p> <p>Independent learning includes hours engaged with essential reading and research activities in relation to undertaking a research project. Face to face support and email support with individual supervisor for each research group</p> <p>Essential reading/preparation for each day (information on Bb and in handbook)</p> <p>Essential reading is listed in the module handbook, and an electronic research reader is made available online on Blackboard. Students will also access reading specific to their research topic area.</p>

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			
<i>Number of credits for this module</i>			
			30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Allocated Hours
300	31	269	300
			

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

Written Exam: Unseen written exam, open book written exam, In-class test

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

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	0%
Coursework assessment percentage	100%
Practical Exam	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 and the Blackboard module site will provide electronic core reading.

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	<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. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</p> <p>Detailed reading lists will be made available through the module handbook and Blackboard</p> <p>An electronic research reader is made available online on Blackboard. Students will also access reading specific to their research topic area.</p> <p>Examples of essential reading from research reader:</p> <p>Polgar S & Thomas S.A (2008) Research Planning. Introduction to Research in the Health Sciences, Churchill Livingstone Elsevier, Edinburgh, 21-29</p> <p>Domholt, E (2000) Evaluating the Literature. Physical Therapy Research, WB Saunders, London, 394-409</p> <p>French, S et.al (2001) Experimental and Quasi-Experimental Research. Practical Research: a Guide for Therapists, Butterworth, London, 147-161</p> <p>Hek, G and Moule, P.(2011) Making Sense of Data Analysis. 4th Ed. Sage, London, 125 - 144</p>

Part 3: Assessment

Assessment Strategy	<p>8000 word written research project</p> <p>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 cohesive piece of work.</p>
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. 8000 word report of a 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 written research project	100%
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	