



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Research and Evidence in Occupational Therapy				
Module Code	UZYSXF-30-3	Level	3	Version	1
Owning Faculty	Health and Applied Sciences	Field	Allied Health Professions		
Contributes towards	BSc (Hons) Occupational Therapy				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2015		Valid to	September 2021	

CAP Approval Date	30 April 2015
--------------------------	---------------

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 chosen research field (Component A) 2. Demonstrate a critical understanding of the methodological issues related to undertaking a piece of research (Component A) 3. Analyse and evaluate the research findings identified in the research project, including the implications for professional practice (Component A) 4. Critically evaluate the available literature (Component A) 5. Conduct research into a question or topic of enquiry relevant to occupational therapy or occupational science, using an appropriate method/strategy, which reflects critical understanding of research processes and issues, for example ethics, reliability, validity, trustworthiness and rigour (Component A) 6. Write up a research project in an appropriate format , demonstrating critical reasoning skills in written form(Component A) 7. Demonstrate an audit trail in research skills, to include keeping a research journal (Component A)
Syllabus Outline	<p>The aim of this module is the provide students with the opportunity to enhance their research skills by undertaking a small, ethical research project, and produce a research dissertation, with some useful seminars, group tutorials and research supervision as appropriate throughout the module. The experiential learning as a novice researcher will include:</p> <p>Research approaches</p>

	<p>Ensuring the question informs the method of inquiry, for example: systematic literature review; experimental and quasi-experimental research; randomised controlled trials; in-depth interviews, systematic literature review</p> <p>Methodological issues</p> <p>Research planning and recording</p> <p>Reliability, validity, rigour, trustworthiness, transparency</p> <p>Keeping contemporaneous records of action and critical thinking when conducting research.</p> <p>Ethical issues in research</p> <p>Gaining ethical approval</p> <p>Informed consent</p> <p>Data protection</p> <p>Using the research supervisory process effectively when engaging in research processes</p> <p>Data collection</p> <p>In-depth exploration of data collection method chosen for research being undertaken</p> <p>Sampling and Pilot studies if appropriate to research question</p> <p>Procedural issues, e.g. applying and honing inclusion/exclusion criteria</p> <p>Interpretation of findings</p> <p>Undertaking analysis of qualitative research as appropriate</p> <p>Undertaking statistical analysis, including descriptive and inferential statistics as appropriate</p> <p>Dissemination of research outcomes</p> <p>Writing a research dissertation report</p> <p>Writing an abstract</p> <p>How to produce conference posters and write up research for publication</p>
Contact Hours	<p>This is a 30 credit module which assumes 300 hours of study is required to successfully complete it. This comprises approximately 72 hours of scheduled learning, which may take several forms as described below. Students are therefore expected to additionally commit approximately 228 hours on independent learning and preparation for assessments.</p>
Teaching and Learning Methods	<p>Scheduled learning includes lectures, seminars, practical classes and workshops, some use of online resources</p> <p>Independent learning includes time engaged in essential reading, reflection on and review of session topics and discussions, project preparation, assignment preparation and completion.</p> <p>Technology Enhanced Learning: MyUWE and Blackboard, the university supported learning portal and virtual learning environment, will be used to support students' learning, conduct activities, organise and communicate learning materials. Students will be able to engage with the material, other students and members of staff through these systems and make use of the various functionalities built into them (e.g., blogs, journals, audio, video, discussion boards, wikis, etc.) as appropriate and useful for the module learning.</p>
Key Information Sets Information	<p>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.</p>

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 study hours	Allocated Hours
300	72	228		300

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

Coursework: Written dissertation

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	0%
Coursework assessment percentage	100%
Practical exam assessment percentage	0%
	100%

Reading Strategy

Core Reading

There are no set texts which students are required to purchase for this module. Reading around the topic of research methods, processes and procedures is, however, essential and students will be directed towards appropriate material in the module handbook and during specific parts of the curriculum as necessary.

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

Formal opportunities for students to develop their library and information skills to level 3 standard are provided within the level 3 induction period prior to the start of their third year, and in the January of their third year, when there is an optional practical library session for students. Whilst the first of these sessions is within the Becoming an Inquirer module, the skills developed are also relevant going forward into this module. Additional support is available through the Library Services 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. *Current* advice on additional reading will be available via the module guide or Blackboard pages.

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].

Byrne, G. (2007) A Statistical Primer: Understanding Descriptive and Inferential Statistics. *Evidence Based Library and Information Practice*, 2(1), pp32-47

Carpenter, C. and Suto, M. (2008) *Qualitative Research for Occupational Therapists and Physiotherapists: a practical guide*. Oxford: Blackwell

Clarke, V. and Braun, V. (2013) *Successful Qualitative Research: A Practical Guide for Beginners*. [online] London: Sage. [Accessed 12 December 2014].

Findlay, L.(2011) *Phenomenology for Therapists: researching the lived world*. [online] Chichester: Wiley-Blackwell. [Accessed 12 December 2014].

Herr, K, and Anderson, G.L. (2015) *The Action Research Dissertation: A Guide for Students and Faculty*. 2nd ed. Los Angeles, CA: Sage

McNiff, J. and Whitehead, J. (2011) *All You Need to Know About Action Research*. 2nd ed. Los Angeles, CA: Sage.

Offredy, M. and Vickers, P. (2010) *Developing a Healthcare Research Proposal: an interactive student guide*. [online]. London: Wiley-Blackwell. [Accessed 12 December 2014].

Patton, M.Q. (2002) *Qualitative Research and evaluation methods*3rd Ed. London: Sage.

Reason, P. and Bradbury, H., eds. (2008) *The Sage Handbook of Action Research: Participative Inquiry and Practice*. [online] 2nd ed. London: Sage. [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	<p>This is a project module and is assessed by one Component, which is a 8000 word dissertation, based upon the proposal that students work on for their assessment on the preceding module – Becoming an Inquirer. They keep the same research supervisor and use the feedback from their oral examination on that module to influence how to take the research project forward and produce the 8000 word dissertation.</p> <p>The assignment criteria for the dissertation is explained in the module handbook, including the SEEC descriptor breakdown.</p>
---------------------	--

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 dissertation	100	

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting
1. 8000 word dissertation	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.	