






CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Research Methods in Radiotherapy and Oncology				
Module Code	UZYSWT-15-M	Level	M	Version	1
Owning Faculty	Faculty of Health and Applied Sciences	Field	Allied Health Professions		
Contributes towards	MSc Radiotherapy and Oncology				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project
Pre-requisites	none		Co- requisites	none	
Excluded Combinations	UZYSGN-20-M		Module Entry requirements	none	
Valid From	January 2016		Valid to	January 2021	

CAP Approval Date	6 October 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 comprehensive and systematic understanding of knowledge in specialised / applied areas and can work with theoretical / research-based knowledge at the forefront of their academic discipline (Component A) 2. Demonstrate awareness of the ethical implications of different research project designs (Component A) 3. Demonstrate a critical understanding of the need for and the process of research governance (Component A) 4. Critically evaluate research, advanced scholarship and methodologies and argue alternative approaches in the field of health and social care (Component A) 5. Demonstrate a reflective approach to research and autonomy in the construction of a research project proposal (Component A)
Syllabus Outline	<p>Practical research project skills for health and social care: Health and social care research project data collection methods Health and social care research project data analysis methods both qualitative</p>

	<p>and quantitative Critical appraisal methods as applied to selected research methodologies and strategies adopted in health and social care Hierarchies of research methodologies.</p> <p>Developing a research project question: Developing a research project question relevant to the student's professional background Ethical issues in research project work Writing up and disseminating project findings Project management</p>																														
Contact Hours	<p>In this module, students will use a blended approach to learning with online activities being undertaken prior to each seminar so discussions can be developed. Typically this module will be timetabled for 2 hours of scheduled learning per week over a 7 week duration and independent study will form the majority of the learning.</p>																														
Teaching and Learning Methods	<p>Scheduled learning includes key note lectures with the BSc Radiotherapy and Oncology programme where able, seminars, introduction to project supervision,</p> <p>Independent learning includes hours engaged with essential reading, assignment preparation, online activities such as critical reading of journal articles for preparation for seminars and critical writing skills used for formative assessment which will then receive feedback both from tutor and peer group.</p> <p>Independent learning forms the majority of the learning for this module because all students will have undertaken a previous research skills module in order to have completed their previous dissertation project. Therefore, using the transferrable skills developed already, sessions will be adapted to relate to the health care setting and to cover different methodologies and research that they may not have previously used.</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> <table border="1" data-bbox="459 1384 1369 1774"> <thead> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> <th></th> </tr> </thead> <tbody> <tr> <td>150</td> <td>14</td> <td>136</td> <td>0</td> <td>150</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a –</p> <p>Coursework: Written assignment</p>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		150	14	136	0	150																			
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours																											
150	14	136	0	150																											

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

Reading Strategy

Core reading

Any core 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 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. Students will be given the opportunity to attend sessions on selection of appropriate databases and search skills if this is required. 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. *Current* advice on additional reading will be available via the module handbook 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].

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.

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

Ramlal, 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	The assessment for this module is a research proposal and it will be 2500 words in length. The proposal as a form of assessment will enable students to explore their chosen research area for their final dissertation project under these module learning outcomes. Formative assessment and feedback will be carried out during seminars when students discuss their research proposals.
---------------------	---

Identify final assessment component and element	A	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Research proposal - 2500 words	100%	
Component B Description of each element	Element weighting (as % of component)	
1.		

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Research proposal 2500 words	100%	
Component B Description of each element	Element weighting (as % of component)	
1.		

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.