



Module Specification

Extended Research Project

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Part 1: Information

Module title: Extended Research Project

Module code: UZYYNQ-90-M

Level: Level 7

For implementation from: 2024-25

UWE credit rating: 90

ECTS credit rating: 45

College: College of Health, Science & Society

School: CHSS School of Health and Social Wellbeing

Partner institutions: None

Field: Allied Health Professions

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module provides a practice-based research experience to develop and demonstrate advanced research skills through an extended research project. Students will be able to engage in research aligned to research priority areas and research programmes with active research teams and execute a well-planned study supported by an experienced supervisor. Building on skills acquired from previous modules, such as critical literature review, students will explore real-world issues such as ethical considerations, reliability, and validity in research. Students will not

only gain a deeper understanding of research but also the confidence to become valuable contributors to the ever-evolving body of knowledge within the health and care field.

Features: Not applicable

Educational aims: This module aims to equip learners with knowledge, skills and experience pertinent for health and care research by conducting real world research. Students will learn to navigate the extensive body of existing research and evidence relevant to their research topic, delve into the ethical considerations and challenges inherent in the research process, conduct the research and report the outcomes in various ways appropriate for public and professional audiences.

Outline syllabus: Each research project will be individual to the learner, and there is no fixed syllabus. Each student will work with an academic supervisor on an agreed topic that relates to current research priority areas and/or research programmes and the student will develop and execute a research project. Workshops will be available for supporting students in understanding the nature of the extended project, the value of using supervision appropriately, developing key research skills such as writing for publication and continuing to support their personal development and effectiveness.

Part 3: Teaching and learning methods

Teaching and learning methods: Independent learning underpins the teaching and learning strategy on the Extended Research Project module. The student will have an identified supervisor and supervision hours includes contact with the supervisor and formative feedback on draft work.

Teaching and learning will take the following forms:

Supervision meetings - regular meetings with a dedicated supervisor to provide individualised guidance and support throughout the research process.

Workshops to provide an overview of the nature of the module, managing research,

working as part of a research team, research skills such as writing for publication, writing an abstract for public and professional audiences, preparing a poster, and continuing personal development and effectiveness Peer learning groups - students will be encouraged to participate in peer-learning groups for presentations, feedback exchange, and discussing research challenges.

Online learning resources – including tutorials, academic writing guides, and plagiarism checkers to support independent learning and skill development.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Execute a well-planned research study based on a relevant research aim/question and using a suitable methodology

MO2 Critically discuss and explain the research focus and findings at advanced level

MO3 Develop a critical and comprehensive understanding of the ethical complexities and challenges of conducting research in healthcare

MO4 Effectively communicate the research study in written and oral formats

MO5 Critically evaluate personal development and learning in relation to personal objectives and project experience, and map plans for progressing their research career

Hours to be allocated: 900

Contact hours:

Independent study/self-guided study = 850 hours

Face-to-face learning = 50 hours

Total = 0

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/AD6EDEB0-07CF-CE96-C352-C58C0770702D.html) via the following link

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Part 4: Assessment

Assessment strategy: Assessment will be in the form of three tasks.

The first task is a written report of the extended project in a publication/manuscript format (3500 word count, weighting of 60%). This task requires submitting a written document formatted for submission to a named peer-reviewed journal.

The second task will be a written reflective account of personal learning and development (1000 word count, weighting of 10%). It will provide a summary of progress in relation to students' individual personal development and learning plan developed in UZYYP-30-M Preparation for Health and Care Research and will also include planning for future research activities.

The third task is an abstract written for a public audience (plain English, 300 word count) and poster presentation with a 15 minute oral examination (weighting of 30%). There will be a scheduled presentation of posters. The plain English abstract and a copy of poster will be submitted in advance of the presentation of the poster and the oral examination will occur as part of the poster presentation.

The assessment tasks reflect current practices for reporting and disseminating research and take in account reporting to professional and public audiences, how research is reported and disseminated. The oral examination will provide opportunity for critical discussion of the work and procedural complexities that provides context for student learning and the completed project. The reflective account of personal development will provide a capstone for student development and learning on the MRes programme.

Formative assessment

The formative assessment will be in the form of research proposal, which should address: background, rationale, research questions, aims and objectives, study design, data sources, ethical considerations, and project feasibility. Formative assessment occurs throughout the module as the student works with the allocated

project supervisor. Feedback will be provided on draft writing for the written project report.

Assessment tasks:**Final Project (First Sit)**

Description: Written scientific report of the extended project (3500 words)

Weighting: 60 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO4

Reflective Piece (First Sit)

Description: A written reflective account of personal learning and development through the course of the module and the programme (1000 words).

Weighting: 10 %

Final assessment: No

Group work: No

Learning outcomes tested: MO5

Poster (First Sit)

Description: Plain English abstract (300 words) and poster presentation with oral examination (15 minutes)

Weighting: 30 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2, MO3, MO4

Final Project (Resit)

Description: Written scientific report of the extended project (3500 words)

Weighting: 60 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO4

Reflective Piece (Resit)

Description: A written reflective account of personal learning and development through the course of the module and the programme (1000 words).

Weighting: 10 %

Final assessment: No

Group work: No

Learning outcomes tested: MO5

Poster (Resit)

Description: Oral examination (20 minutes)

Weighting: 30 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Health and Care Research MRes 2024-25