



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Becoming an Inquirer				
Module Code	UZYSXC-15-3	Level	3	Version	1
Owning Faculty	Health and Applied Sciences	Field	Allied Health Professions		
Contributes towards	BSc (Hons) Occupational Therapy				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
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
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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 awareness of the development of quality assurance in health and social care and the role of research within this (Component A) 2. Demonstrate critical awareness of the principles of research governance (Component A) 3. Demonstrate critical awareness of the principles and practice of audit (Component A) 4. Demonstrate critical awareness of a variety research methods and methodologies (Component A) 5. Critically engage with published research-based evidence and make informed decisions about its application to day-to-day practice (Component A) 6. Formulate a proposal for a research project investigating a topic relevant to occupational therapy and/or occupational science, which reflects a critical understanding of research processes and issues, such as ethics, trustworthiness and rigour (Component A) 7. Justify a research proposal, demonstrating critical reasoning skills, in verbal and written form (Component A)
Syllabus Outline	<p>The aim of this module is to acquaint students with a range of research methods and methodologies, to develop their skills as an inquirer and to support their development of a realistic research proposal. The syllabus will include:</p> <p>Quality Assurance Evolution of quality assurance frameworks, including the principles and practice of</p>

	<p>audit</p> <p>Evidence-based practice Values Based Practice Diverse strands to Evidence based practice Practice based reasoning Searching and evaluating literature</p> <p>Research approaches Qualitative, quantitative and action research paradigms and the methods that arise from these, including for example: systematic literature review; experimental and quasi-experimental research; randomised controlled trials, in-depth interviews, systematic literature review</p> <p>Methodological issues Formulation of questions, hypotheses and/or aims Research planning and recording Reliability, validity, rigour, trustworthiness, transparency Keeping contemporaneous records of action and critical thinking when conducting research.</p> <p>Ethical issues in research Gaining ethical approval Informed consent Data protection Understanding the importance of and encouraging the engagement with the research supervisory process</p> <p>Data collection methods Overview of different types of data and how it is gathered Introduction to issues around sampling and use of pilot studies Procedural issues, e.g. inclusion/exclusion criteria</p> <p>Interpretation of findings Introduction to analysis of qualitative research Introduction to statistical analysis, including descriptive and inferential statistics</p> <p>Dissemination of research outcomes Writing a research proposal</p>
Contact Hours	<p>This is a 15 credit module which assumes 150 hours of study is required to successfully complete it. This comprises approximately 36 hours of scheduled learning, which may take several forms as described below. Students are therefore expected to additionally commit approximately 114 hours on independent learning and preparation for assessments.</p>
Teaching and Learning Methods	<p>Scheduled learning includes lectures, seminars and experiential group work.</p> <p>Independent learning includes hours engaged with essential reading, reflection on and review of session topics and discussions, structured reflection on experiential group work, structured reflection on the personal experience of skill acquisition, case study 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				15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	36	114	0	150

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

Practical Exam: An viva-voce examination in which the students presents and justifies their research proposal.

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:

Written exam assessment percentage	0%
Coursework assessment percentage	0%
Practical exam assessment percentage	100%
	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 in the July prior to the start of their third year, as part of 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].

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].

Dieter, M.G. and Kielhofner, G. (2006) Searching the Literature. In: Kielhofner, G., ed.,(2006) *Research in Occupational Therapy*. Philadelphia: FA Davis pp 437-451

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

Moule, P. and Hek, G. (2011) *Making Sense of Research: an Introduction for Health and Social Care Practitioners*. 4th ed. London: Sage.

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

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].

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

Silverman, D. (2013) *Doing Qualitative Research*. 4th ed) Los Angeles, CA: Sage.

Part 3: Assessment

Assessment Strategy	<p>The assessment on this module takes the form of one component, which is a summative assessment, and assesses learning outcomes 1-7</p> <p>Component A is an oral exam lasting 15 minutes. This assessment enables students to demonstrate their reasoning behind the research proposal they have been developing throughout the module under the supervision of their research tutor. In order to encourage deep learning and full engagement, a question session where examiners can ask students to fully articulate and defend their research process, rigour and clarity is a more potent tool than a written assignment. In order to undertake this summative assessment, students do produce a draft written proposal which is reviewed formatively by their research tutor prior to their oral. The feedback from this oral will inform the students' research decisions as they take their research proposal through into the Research and Evidence in Occupational Therapy module in which they undertake the research proposed in this module and produce a written dissertation. If a student fails this assignment, the resit oral exam will ask them to evaluate how the research process progressed in comparison to the plans outlined in the proposal and what the limitations of the study were.</p>
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	100	0
First Sit		
Component A (controlled conditions)	Element weighting	

Description of each element	
1. 15 minute Oral Examination	100

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting
1. 15 minute Oral Examination	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.