



## **Module Specification**

### **Becoming an Inquirer**

Version: 2023-24, v2.0, 21 Jul 2023

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## Part 1: Information

**Module title:** Becoming an Inquirer

**Module code:** UZYSXC-15-3

**Level:** Level 6

**For implementation from:** 2023-24

**UWE credit rating:** 15

**ECTS credit rating:** 7.5

**Faculty:** Faculty of Health & Applied Sciences

**Department:** HAS 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:** Not applicable

**Features:** Not applicable

**Educational aims:** 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.

**Outline syllabus:** The syllabus will include

Quality Assurance:

Evolution of quality assurance frameworks, including the principles and practice of audit

Evidence-based practice:

Values Based Practice

Diverse strands to Evidence based practice

Practice based reasoning

Searching and evaluating literature

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

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.

Ethical issues in research:

Gaining ethical approval

Informed consent

Data protection

Understanding the importance of and encouraging the engagement with the research supervisory process

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

Interpretation of findings:

Introduction to analysis of qualitative research

Introduction to statistical analysis, including descriptive and inferential statistics

Dissemination of research outcomes:

Writing a research proposal

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** Scheduled learning includes lectures, seminars and experiential group work.

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.

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.

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.

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

**MO1** Demonstrate awareness of the development of quality assurance in health and social care and the role of research within this

**MO2** Demonstrate critical awareness of the principles of research governance

**MO3** Demonstrate critical awareness of the principles and practice of audit

**MO4** Demonstrate critical awareness of a variety research methods and methodologies

**MO5** Critically engage with published research-based evidence and make informed decisions about its application to day-to-day practice

**MO6** 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

**MO7** Justify a research proposal, demonstrating critical reasoning skills, in verbal and written form

**Hours to be allocated:** 150

**Contact hours:**

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

Total = 150

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uzysxc-15-3.html) via the following link <https://uwe.rl.talis.com/modules/uzysxc-15-3.html>

## **Part 4: Assessment**

**Assessment strategy:** The assessment on this module takes the form of one summative assessment task, and assesses learning outcomes 1-7.

The summative assessment task 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.

### **Assessment tasks:**

#### **Presentation (First Sit)**

Description: 15 minute oral examination

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

#### **Presentation (Resit)**

Description: 15 minute oral examination

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Occupational Therapy [Sep][FT][Glenside][3yrs] - Withdrawn BSc (Hons) 2021-22