

Module specification

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|--------------|------------|
| Module Code | PHY605 |
| Module Title | Research 3 |
| Level | 6 |
| Credit value | 30 |
| Faculty | FSLs |
| HECoS Code | 100252 |
| Cost Code | GAPT |

Programmes in which module to be offered

| Programme title | Is the module core or option for this programme |
|--------------------------|---|
| BSc (Hons) Physiotherapy | Core |

Pre-requisites

None

Breakdown of module hours

| | |
|--|----------------|
| Learning and teaching hours | 36 hrs |
| Placement tutor support | 0 hrs |
| Supervised learning e.g. practical classes, workshops | 0 hrs |
| Project supervision (level 6 projects and dissertation modules only) | 0 hrs |
| Total active learning and teaching hours | 36 hrs |
| Placement / work based learning | 0 hrs |
| Guided independent study | 164 hrs |
| Module duration (total hours) | 200 hrs |

| For office use only | |
|-----------------------|------------|
| Initial approval date | 24/05/2019 |
| With effect from date | 23/09/2019 |

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| For office use only | |
| Date and details of revision | 05/10/2022 Revised LOs |
| Version number | 2 |

Module aims

To develop students' ability to use, critique, carryout and present research in an empirical/literature based context, appropriate to contemporary Physiotherapy practice. To develop students' appreciation of the value and limitations of research evidence in clinical practice.

Module Learning Outcomes - at the end of this module, students will be able to:

| | |
|---|--|
| 1 | Critically appraise and analyse relevant literature to justify the project area. |
| 2 | Demonstrate acquisition and application of ethical and appropriate, data collection and analysis skills. |
| 3 | Interpret and evaluate findings and relate to implications for professional practice. |
| 4 | Critically reflect upon the experience of carrying out the research process. |

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Research Presentation and Reflection This will take the form of an investigation (audit, practice analysis, evaluation) or a review of the literature. Completed projects are presented as a research paper (3,500 words) in a format suitable for publication in an academic journal. In addition, students submit a written reflection (1,500 words) focussing on their experience of the research process and its relevance to future practice.

Please refer to Programme Handbook

| Assessment number | Learning Outcomes to be met | Type of assessment | Weighting (%) |
|-------------------|-----------------------------|----------------------|---------------|
| 1 | 1 - 4 | Dissertation/Project | 100 |

Derogations

Students are permitted a maximum of two attempts in any modules

A minimum pass mark of 40% must be achieved in all modules, therefore condonement is not permitted

Learning and Teaching Strategies

This module combines a range of teaching and learning strategies relevant to Level 6 study. The predominant method of learning is fieldwork focussing on data collection and analysis. There is a high ratio of self-directed learning with 1:1 tutorial support as required. Personal reflection and portfolio development is utilised during tutorial sessions. There will be some group work and discussion focussing on research methods, analysis, presentation and reflection. Preparation for, and achievement of, a research conference presentation is also a key method of learning.

All learning and teaching is supported by the University's virtual learning environment Moodle and students will be able to access clear and timely information to support delivery of content such as videos, links to intranet information, open forums and pre-recorded lectures.

Indicative Syllabus Outline

The focus of this module will be the management and execution of the research project with an emphasis on application of data collection for a specific project, analysis of results and discussion of findings.

Students will demonstrate an appreciation of co-production in research design. Students will further develop skills in the selection and critical analysis of evidence and also have the opportunity to develop the skills of critical reviews of literature. Students will apply an appropriate method of data collection, introduced in the earlier stages of the programme during Research 1 and 2 (for example questionnaires, interviews, observation, documentary and experiments). Broad research approaches will also be explored and applied in more depth, including descriptive, experimental and action research. Issues relating to validity and reliability will be consolidated. Students will develop skills related to the critical review of literature building upon those skills introduced in Research 2.

Methods of statistical analysis including descriptive and inferential statistics will be examined in relation to specific projects. Qualitative analysis including the use of templates and thematic analysis will be explored. Methods of displaying data will also be developed. Issues of informed consent, harm versus benefit, confidentiality, storage of data and dissemination of findings will be explored and applied in more detail along with other pertinent ethical issues.

It is recognised that students undertaking empirical studies within the university or an external organisation will be required to submit a proposal to the relevant ethical approval body(s).

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Aveyard, H. (2014), *Doing a Literature Review in Health and Social Care*. 3th ed. Maidenhead: Open University Press.

Creswell, J. (2013), *Research Design. Qualitative, Quantitative and Mixed Methods Approaches*. 4th ed. London: Sage Publications.

Denscombe, M. (2007), *The Good Research Guide*, 3rd ed. Maidenhead: Magraw Hill

Hargreaves, J. and Page, L. (2013), *Reflective Practise (Key Themes in Health and Social Care)*, Cambridge: Polity Press.

Kumar, R. (2014,) *Research Methodology. A Step-by-Step Guide for Beginners*. 4th ed. London: Sage Publications.

Other indicative reading

Bell, J. (2014,) *Doing Your Research Project*. 6th ed. Maidenhead: Open University Press.

Bowling, A. (2009), *Research Methods in Health*. 3rd Ed. Maidenhead: Open University Press

Field, A. (2013), *Discovering statistics using IBM SPSS statistics*. London: Sage Publications

Onwuegbuzie, A. and Frels, R. (2016), *Seven Steps to a Comprehensive Literature Review: A Multimodal and Cultural Approach*. London: Sage Publications.

Richards, L. (2009), *Handling Qualitative Data. A Practical Guide*. London: Sage Publications.

Ross, T. (2012), *A Survival Guide for Health Research Methods*. Maidenhead: Open University Press.

Salmons, J. (2016), *Doing Qualitative Research Online*. London: Sage Publications.

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes

Engaged
Enterprising
Creative
Ethical

Key Attitudes

Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets

Digital Fluency
Organisation
Critical Thinking
Communication