

Module specification

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Module Code	AHP402
Module Title	Foundations in Research
Level	4
Credit value	20
Faculty	FSLs
HECoS Code	100246
Cost Code	GATY, GAPT, AOD, APA

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BSc (Hons) Occupational Therapy	Core
BSc (Hons) Physiotherapy	Core
BSc (Hons) Operating Department Practice	Core
BSc (Hons) Paramedic Science	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	August 22
With effect from date	September 22
Date and details of revision	October 2023 – updated Reading List
Version number	2

Module aims

To develop students' ability to use a full range of resources available (including literature, journal articles, electronic and web based, virtual learning environment) to allow completion of both academic and professional studies.

To enable students to build skills in independent learning and research informed academic writing within health and social care inter-professional practice.

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

1	Utilise a full range of credible resources to identify relevant evidence from within health and social care inter-professional practice
2	Identify and appraise the key features of inter-professional health and social care evidence-base
3	Relate key findings to inter professional practice context
4	Demonstrate competence in literature searching, academic writing and referencing skills

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.

Summative: A 2000 word written appraisal of 2 pieces of literature in an area of practice where inter-professional working takes place. Students will carry out a search and select two relevant articles for appraisal.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,3,4	Written Assignment	100%

Derogations

For BSc (Hons) Occupational Therapy, Paramedic Science and Operating Department Practice students:

All assessments must be successfully completed and a minimum pass mark of 40% must be achieved in all modules, therefore condonement is not permitted.

Students are permitted a third attempt at non placement modules but students who submit an assessment for the third time (in absence of extenuating circumstances) must engage fully with the module learning again in order to submit.

For BSc (Hons) Physiotherapy students:

Students are permitted a maximum of two attempts in any module assessment.

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

Learning and Teaching Strategies

To enable the student to achieve the learning outcomes, this module combines a range of inter-professional learning methods, reflecting the learning and teaching philosophy of the programme. This module informs student learning at the foundation level of the spiral curriculum. Students learn core research skills that continue to be developed into level 5 and 6.

Methods utilised will include the following:

- Experiential and practical workshops
- Keynote lectures
- Inter-professional tutorials
- Peer led presentations
- Inter-professional discussion groups
- Reflection
- Inter-professional sessions/events
- Database and study skills sessions

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.

The University's Active Learning Framework (ALF) is embedded within the module to achieve optimal accessibility, inclusivity and flexibility in terms of how we teach, learn and assess in line with the principles of Universal Design for Learning (UDL).

A learning blend is used that combines synchronous and asynchronous digitally-enabled learning with best use of on-campus spaces and facilities.

Indicative Syllabus Outline

The focus of this module is the introduction to the value and nature of research in its widest context to include the access and use of resources and the fundamental skills of being a learner. Students will explore their own learning strategies and needs within the parameters of this programme.

Students will be introduced to key research terminology, concepts and basic statistics. They will explore the fundamentals of research to include the difference between qualitative and quantitative research. Students will investigate the range of resources available both in their locality and the University (to include themselves and peers as resources and use of personal and academic tutors). Academic writing and referencing skills will be developed throughout the module.

During this module students will also have practice in accessing, recording and using information from a variety of databases and other literature to support their studies in preparation for assignments. Through this, students should understand the relevance of evidence to support inter-professional practice.

Practical sessions explore the acquisition and development of presentation skills, both verbal and electronic. Students examine and practice the skills associated with verbal delivery of material.

Indicative Bibliography:

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

Essential Reads

Cottrell, S. (2019), *The Study Skills Handbook*. 5th ed. London: Red Globe Press.

Coughlan, M. and Cronin, P. (2021), *Doing a Literature Review in Nursing, Health and Social Care*. 3rd ed. Los Angeles: SAGE

Other indicative reading

Aveyard, H. and Sharp, P (2023) *A Beginners Guide to Evidence Based Practice in Health and Social Care* (3rd ed). London: Open University Press

Aveyard, H. (2023) *Doing a Literature Review in Health and Social Care. A Practical Guide*. 5th Ed. Maidenhead: Open University Press.

Denscombe, M. (2021) *The Good Research Guide* (7th ed.) Maidenhead: Open University Press.

Gray, D. (2021) *Doing Research in the real world* (5th ed.) London: Sage Publications Ltd.

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
Creative
Ethical

Key Attitudes

Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets

Digital Fluency
Organisation
Leadership and Team working
Critical Thinking
Emotional Intelligence
Communication