

<b>Module Title:</b>	Research 1	<b>Level:</b>	4	<b>Credit Value:</b>	20
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<b>Module code:</b>	OCC401	<b>Is this a new module?</b>	No	<b>Code of module being replaced:</b>	N/A
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<b>Cost Centre:</b>	GATY	<b>JACS3 code:</b>	B930
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<b>Trimester(s) in which to be offered:</b>	1	<b>With effect from:</b>	September 17
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Neil Robdale
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Scheduled learning and teaching hours	70hrs
Guided independent study	130hrs
Placement	0hrs
<b>Module duration (total hours)</b>	<b>200hrs</b>

<b>Programme in which to be offered</b>	Core
BSc (Hons) Occupational Therapy	Yes

<b>Pre-requisites:</b>
Not applicable

Office use only

Initial approval April 2017

APSC approval of modification N/A

Version 1

Have any derogations received Academic Board approval?

Yes

**Module Aims**

To facilitate the use of the full range of resources available (including literature, journal articles, electronic and web based, virtual learning environment, human and environmental), which will allow students to complete both academic and professional studies.

The module will enable students to identify their own learning strategies and gain knowledge about methods to promote independence in their learning regarding contemporary occupational therapy practice.

**Intended Learning Outcomes**

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to		Key Skills	
1	Identify the value and nature of research as a core skill to support evidenced based practice.	KS1	KS3
		KS4	KS5
		KS6	KS9
2	Utilise the full range of resources available to a student as a learner to support practice and research within contemporary occupation based practice.	KS1	KS3
		KS4	KS5
		KS6	KS9
3	Identify the key features of credible sources to distinguish the hierarchy of evidence accordingly.	KS1	KS3
		KS4	KS5
		KS6	KS9
4	Develop academic writing skills, including referencing skills.	KS1	KS3
		KS4	KS5
		KS6	KS9

5	Develop confidence and competence in written presentations of material to peers and tutors.	KS1	KS3
		KS4	KS5
		KS6	KS9
6	Formulate a literature review of a key occupational therapy related topic.	KS1	KS3
		KS4	KS5
		KS6	KS9

### Derogations

Condonement is not permitted, therefore a pass mark of 40% or above must be achieved in all modules (COT 2014).

Students who submit an assessment for the third time (in absence of extenuating circumstances) must engage fully with the module in order to receive further academic learning.

### Assessment:

**Formative: Verbal presentation** of intended literature searching for literature review question. A 5 minute presentation to peers to enable constructive feedback in preparation for the summative assessment. Presentation to include audio-visual material such as PowerPoint.

**Summative: Literature Review.** This will take the form of literature review related to an occupational therapy related subject of their own choice. The student will be supported in choosing a relevant topic within the sphere of health and social care which will be an area of particular interest to the student. A literature review will be carried out using the principles of data searching, selecting and summarising.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-6	Literature Review	100%		2000

**Learning and Teaching Strategies:**

This module combines a range of teaching and learning strategies relevant to Level 4 study. The predominant learning and teaching methods will be key note lecture and demonstration of databases in IT laboratories. There is an opportunity for independent study, paired working and group work. Additional methods are peer presentations and workshop experience within the library.

**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 identify their own learning style and needs within the parameters of this programme. They will be supported via tutorials in the writing of their Level 4 Learning contract which is part of the continuing professional development process and this include the development of academic, presentation and study skills. This will be undertaken alongside the promotion of the value of life-long learning and continuing professional development.

Students will be introduced to key research terminology, key 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). They will be introduced to the Virtual Learning Environment (VLE) at the beginning of the module. 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 the professional practice of contemporary occupational engagement.

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. They also explore a variety of methods of presenting information in a visual format, e.g. posters, use of PowerPoint.

**Bibliography:**

**Essential reading:**

Aveyard, H. (2013) *A beginner's guide to Evidence-Based Practice in Health and Social Care Professions*. Maidenhead: Open University Press.

Aveyard, H. (2014) *Doing a Literature Review in Health and Social Care. A Practical Guide*. Berkshire: Open University Press.

Oko, J. and Reid, J. (2012) *Study Skills for Health and Social Care Students*. London: Sage Publications.

**Recommended reading:**

Gribben, M. (2012) *The Study Skills Toolkit for Students with Dyslexia*. London: Sage Publications

Howlett, B., Rogo, E. and Shelton, T. (2014) *Evidence-Based Practice for Health Professionals. An Interprofessional Approach*. Burlington: Jones and Bartlett Learning.

Oliver, P. (2012) *Succeeding with your Literature Review. A Handbook for Students*. Maidenhead: Open University Press.

Pears, R. and Shields, G. (2013) *Cite them Right*. Palgrave Study Skills. (9<sup>th</sup>ed.) London: Macmillan Publishers Ltd.

Redman, P. (2011) *Good Essay Writing*. (4<sup>th</sup>ed.) London: Sage. Publications.

Ridley, D. (2012) *The Literature Review: A Step by Step Guide for Students*. London: Sage Publications

Van Emden, J. and Becker, L. (2016) *Presentation Skills for students*. Palgrave Study Skills. (3<sup>rd</sup>ed.) London: Macmillan Publishers Ltd.