

MODULE SPECIFICATION FORM

Module Title: Research 1 (3.3)	Level: 4	Credit Value: 20
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Module code: OCC401 (if known)	Cost Centre: GATY	JACS2 code: BP30
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When offered: Year 1, Trimester 1	With effect from: September 2012
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Office use only: To be completed by AQSU:	Date approved: September 2012 Date revised: May 2013 Version no: 2
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Existing/New: Existing	Title of module being replaced (if any): N/A
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Originating Academic area:	Occupational Therapy	Module Leader:	Neil Robdale
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Module duration (total hours): 200	Status: Core
Scheduled learning & teaching hours: 190	
Independent study hours: 10	
Placement hours: N/A	

Programme(s) in which to be offered: BSc (Hons) Occupational Therapy	Pre-requisites per programme (between levels): NA	Co-requisites per programme (within a level): NA
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Module Aims:

To facilitate the use of the full range of resources available (to include literature, electronic, human and environmental), which will allow students to complete both academic and professional studies.

Expected Learning Outcomes

At the end of this module, students should be able to:

Knowledge and Understanding:

Understand the value and nature of research as a core skill.

Identify the full range of resources available to a student as a learner, practitioner, manager and researcher in a range of settings.

Understand the educational philosophy of the programme.

Identify the key principles of group working and team working in a variety of contexts.

Intellectual Skills:

Identify the key features of credible sources and identify the hierarchy of evidence accordingly.

Read and understand the fundamental aspects of a peer reviewed article/research paper and extract the salient points, to include key research concepts and basics statistics.

Formulate individual learning objectives clearly reflecting preferred learning styles and identify a system of recording and storing evidence for continuing professional development.

Discipline Specific (including practical) Skills:

Locate and access appropriate resources to support occupational therapy practice.

Transferable Skills:

Demonstrate how to use basic computer applications including the Virtual Learning Environment (VLE).

Access and utilise appropriate learning and practice resources in a variety of contexts and reference with relevant literature.

Develop confidence and competence in the written and verbal presentation of material to include appropriate use of feedback.

Work with others as an effective member of a team in an educational setting.

Assessment:

Formative Assessment - Action Based Study – Initial Proposal:

Students will develop an initial proposal for their action based study. The proposal, which will consider the initial search for potential resources and include justification for the final decision, will be presented to their peers to allow for feedback on their initial design in preparation for the summative assessment.

Summative Assessment – Action Based Study Proposal (2000 words plus learning contract)

Students will complete a learning contract and initial proposal for their action based study. The proposal, which will consider the initial search for potential resources and include justification for their final decision, will be presented to their peers to allow for feedback on their initial design.

Specific regulations that apply to this module are:

Students are permitted three attempts at this module, but in line with COT requirements, students submitting an assessment for the third time (in the absence of extenuating circumstances) are required to engage fully with the module in order to receive further academic learning

and

A pass mark of 40% must be achieved

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
1	All	Essay	100%	NA	2000 words

Learning and Teaching Strategies:

The predominant learning and teaching methods will be the use of Individual/group work, demonstration, field based enquiries. Additional methods will be as follows:

Individual tutorials	Keynote lectures	Workshop and group based
learning	Peer presentations	Journal clubs
Reflection		

Syllabus outline:

The focus of this module will be an 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 1 Learning contract which may 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. Links between learning styles and clinical reasoning skills will be outlined. The basic concepts of Problem Based Learning, Appreciative Inquiry and reflection will be introduced together with the formulation professional development portfolios (to be explored in greater depth in Professional Studies 1) and the Action Based Study.

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 initially 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 and will be set exercises throughout the module to encourage the use of this resource. At this point academic writing and referencing skills together with appropriate legislation and procedures pertaining to documentation and feedback will be explored.

During this module students will also have practise in accessing, recording and utilising information from a variety of databases and other literature (including School policies and guidelines) to support their studies in preparation for assignments. Through this, students should understand the relevance of evidence to support the professional practice of Occupational Therapy which will be fostered through the use of journal clubs.

Practical sessions will explore the use of small problem-based learning groups, awareness of group working and collaborative versus competitive learning. Emphasis will be given to the importance of the process as well as the content of learning. There will also be a focus on the acquisition and development of presentation skills, both verbal and via computer, intentionally placed to run alongside the early Level 4 modules. Students will examine and practise the skills associated with verbal delivery of material. They will also explore a variety of methods of presenting information in a visual format, e.g. posters, use of Power-Point and other audio-visual equipment.

Bibliography

Essential reading is not prescribed for this module as the student is encouraged to consider the resources that will most benefit their learning style.

Associated Reading

Aveyard H, Sharp P, Woolliams M. (2011) A Beginner's Guide to Critical Thinking and Writing: in health and Social Care. Maidenhead: Magraw Hill

Cottrell S (2011) Critical Thinking Skills: Developing effective Analysis and Argument. 2nd Edition. Basingstoke: Palgrave Macmillan

Craig C (2009) Study Skills for Health and Social Care Students. London: Sage Publications

Greasley P, (2010) Doing Essays and Assignments, London, Sage.

Lloyd M, Murphy P. (Editors) (2008) Essential Study Skills for Health and Social Care. Exeter: Reflect Press

Moore S, Neville C, Murphy M, Connolly C, (2010) The Ultimate Study Skills Handbook,

Maidenhead, Open University Press.

Redman P, (2005) Good Essay Writing, 3rd Edition, London, Sage.

Ridley D. (2008) The Literature Review: A Step by Step Guide for Students. London: Sage Publications

Shields M, (2010) Essay Writing – A Student's Guide, London, Sage.

Taylor J, (2003) Study Skills in Healthcare, Cheltenham, Stanley Thornes.