

Module Title:	Research 3	Level:	6	Credit Value:	30
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Module code:	OCC611	Is this a new module?	No	Code of module being replaced:	N/A
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Cost Centre:	GATY	JACS3 code:	B930
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Trimester(s) in which to be offered:	1, 2 & 3	With effect from:	September 17
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School:	Social & Life Sciences	Module Leader:	Rhiannon Macpherson
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Scheduled learning and teaching hours	90hrs
Guided independent study	210hrs
Placement	0hrs
Module duration (total hours)	300hrs

Programme(s) in which to be offered	Core	Option
BSc (Hons) Occupational Therapy	Yes	<input type="checkbox"/>

Pre-requisites
Not applicable

Office use only

Initial approval April 2017

APSC approval of modification N/A

Have any derogations received Academic Board approval?

Version 1

Yes

Module Aims

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

At the end of this module, students will be able to		Key Skills	
1	Critically analyse the factors influencing research within professional practice and an individual project.	KS6	KS3
2	Differentiate between the relevance of a broad range of research methodologies to the profession and individual projects.	KS6	
3	Critically appraise the relative ethical implications of research within the profession and individual projects.	KS6	
4	Demonstrate acquisition and application of appropriate research skills in data collection and analysis	KS6	KS10
		KS3	KS4
5	Interpret findings of research and relate to professional practice.	KS6	KS8
		KS4	KS3
		KS10	
6	Reflect upon the experience of carrying out the research process	KS1	KS6
		KS8	

Transferable/key skills and other attributes

Presentation skills
Reflective skills
Research skills

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: Students will develop and submit a research portfolio to include personal reflections and a record of their own research journey.

Summative: **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.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4,5,6	Project	100%		5000

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 and presentation. Preparation for, and achievement of, a research conference presentation is also a key method of learning.

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).

Bibliography:

Essential reading

Aveyard, H. (2014) *Doing a Literature Review in Health and Social Care*. 3rded. 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

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

Other indicative reading

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

Bowling, A. (2009) *Research Methods in Health*. 3rded. 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.

Silverman, D. (2013) *Doing Qualitative Research*. 4th ed. London: Sage Publications.