

Module specification

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Module Code	PHY506
Module Title	Research 2
Level	5
Credit value	20
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	30 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	30 hrs
Placement / work based learning	0 hrs
Guided independent study	170 hrs
Module duration (total hours)	200 hrs

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Initial approval date	24/05/2019
With effect from date	23/09/2019

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Date and details of revision	05/10/2022 Revised LOs
Version number	2

Module aims

To enable students to review and evaluate the relevance of a variety of sources of evidence relevant to contemporary physiotherapy practice in local, national and global context. Leading the student to generate and justify a study proposal that is relevant and achievable within the available time and resource.

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

1	Demonstrate an ability to critically appraise, analyse and justify relevant sources of evidence and methodologies within contemporary practice
2	Demonstrate the principles of logical enquiry within the research process
3	Identify a variety of relevant methods of data collection in all contexts where data, written or numerical require consideration
4	Evaluate the importance of safe, ethical, person-centred practice in research and audit

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.

Students will develop, present and justify the methodology for a chosen research topic to be continued in Level 6. The written proposal will be assessed in relation to evidence of consideration of the guidance in terms of ethical issues, clarity of purpose and the aims and objectives of the project, suitability and achievability of the project and finally the cognisance of the project in terms of the research strategy. (3000 words)

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1 - 4	Written Assignment	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 learning methods to enable the student to achieve the learning outcomes. One key method of learning and teaching will be the use of Appreciative Inquiry to include research-focussed triggers.

Other methods utilised will include the following:

- Experiential learning
- Keynote lectures
- Tutorials
- Peer led presentations
- Discussion groups
- Journal clubs
- Research conference

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 to enable students to undertake a literature review and design a research project. Students will explore the value of service user involvement in the research process and develop an appreciation of the impact of socio-economic and political influences on research practice.

For literature reviews, students' skills will be developed to allow the selection of specific papers, narrowing searches appropriately to enable access to a focussed range of literature. This will build on the basic search skills developed during Research 1 and throughout Level 4.

Sessions will explore ways of developing the inclusion and exclusion criteria for focussing searches and involve practise in refining this skill. Students will locate articles/other literature and explore the relevance with peers within journal clubs. Triggers will be used to facilitate learning and students will be encouraged to investigate the data available in recent peer reviewed high impact journals and should begin to discuss the relevance and limitations of each.

To assist in the design of a research project, students will be introduced to a variety of methodologies and methods common to physiotherapy research that are present in literature relating to evidence based practice. Practical application of data collection tools and

Interpretation and application of data analysis will also be explored further. Discussion and debate will encourage students to justify their application and culminate in the design of a research project in the form of a research proposal.

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.

Kumar, R. (2014), *Research Methodology. A step-by-step guide for beginners*. 4th ed. London: Sage Publications.

Hicks, C. (2009), *Research Methods for Clinical Therapists: Applied Project Design and Analysis*, 5th ed. Edinburgh: Churchill Livingstone.

Other indicative reading

Bell, J. (2014,) *Doing Your Research Project*. 6th 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

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

Silverman, D. (2013), *Doing Qualitative Research*. 4th ed. 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
Creative
Ethical

Key Attitudes

Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets

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