

## Module specification

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Module Code	SLT604
Module Title	Clinical Research Project
Level	6
Credit value	20
Faculty	SLS
HECoS Code	1002555
Cost Code	GALT

## Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BSc (Hons) Speech and Language Therapy	Core

## Pre-requisites

N/A

## Breakdown of module hours

Learning and teaching hours	8 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	16 hrs
<b>Total active learning and teaching hours</b>	<b>24 hrs</b>
Placement / work based learning	0 hrs
Guided independent study	176 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

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Initial approval date	31/8/22
With effect from date	Sept 2024

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Date and details of revision	March 2024 – AM0 minor updates to Indicative Assessment Tasks and Indicative Syllabus sections for implementation from academic year 2024-25.
Version number	2

## Module aims

- This module aims to enhance the student's underpinning knowledge, project management and problem-solving skills to undertake a clinical research project within the delivery of health and social care.
- This module will build on research skills and methods taught in professional modules at Levels 4 and 5, such as being able to evaluate, synthesise and present information from a range of credible, relevant sources and methodologies and highlight implications for practice.

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

1	Identify an appropriate methodological approach with which to conduct an independent study on a selected topic related to a chosen area in the profession, with rationale.
2	Synthesise subject material from a range of sources, relevant to your line of enquiry.
3	Appraise the project's strengths, limitations, and clinical implications including contribution to future research agenda in SLT.
4	Reflect on the process of research and your development as a lifelong learner.

## 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.

### Formative Feedback:

In groups we will review previous research projects including poster presentations at key conferences. Students will be encouraged to prepare a poster as part of their research preparation.

### Summative Assessment:

The broad project theme is clinical research and can be on an area of clinical practice, client group, specific condition/diagnosis that you're most interested in. It will bring together your research knowledge and skills with the theoretical underpinnings from teaching and clinical experience from your placements.



Students will choose to complete one of the following (5000 words)

- An in-depth literature review
- A quantitative or qualitative research data project

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

## Derogations

Students will be required to achieve a pass mark of 40%.

## Learning and Teaching Strategies

A blended learning approach will be used during the delivery of this module combining online educational materials and face-to-face sessions. The use of the University's Virtual Learning Environment (VLE) – allows students control over the time, place, and pace of their study. Students have a responsibility to manage and engage with the online pre- and post-session learning resources to allow them to fully comprehend the subject matter.

One to one academic support is offered via scheduled supervision to help students develop their research projects. Library services will also provide scheduled support for academic writing and research skills.

On campus face-to-face sessions will allow students to strengthen their learning through further discussions and tutor-led problem-based tasks and other activities. There will be designated group and individual tutorials to support students with their project.

## Indicative Syllabus Outline

The module offers students the opportunity to engage in an independent study with supervision from an academic staff member. Students will have the opportunity to consider varied research types and possibilities, including engaging in a clinically orientated project. Commensurate with an undergraduate pre-registration training degree and to ensure ethical approval, there may be some restrictions on the scope and nature of research projects e.g. participant sampling. This is a university wide policy.

Guidance will also be given on all relevant procedures that need to be carried out before any data is collected, (including ethical approval and risk assessment).

The teaching aspects will build on material covered at level 5, including how to write a literature review; grading of evidence and guidelines, and how to present data and organise work, how to analyse data.

Students will meet regularly with their supervisor, who will provide advice and support on all aspects of the project.

## Indicative Bibliography:

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

### Essential Reads

Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). Sage.

Lyons, R., & McAllister, L. (Eds.). (2019) *Qualitative Research in Communication Disorders: An Introduction for Students and Clinicians*. J and R Press Ltd.

### Other indicative reading

Aveyard, H. (2019). *Doing a Literature Review in Health and Social Care: A Practical Guide*. 4th ed. London: Open University Press. Bryman, A., Clark, T., Foster, L. and Sloan, L.

Bryman, A. (2021). *Social Research Methods*. 6th ed. Oxford University Press.

Dobinson, C., & Wren, Y. (2018). *Creating Practice-Based Evidence: A Guide for SLTs*. 2nd ed. J and R Press Ltd.

Greenhalgh, T. (2019). *How To Read A Paper: The Basics of Evidence-based Medicine and Healthcare*. 6th ed. Wiley-Blackwell.

Hedge, M. (2017). *A Course Book on Scientific and Professional Writing for Speech-Language Pathology*. 5th ed. Plural Publishing.

Kazdin, A. E. (2020). *Single-case Research Designs: Methods for Clinical and Applied Settings* (3rd ed.). Oxford University Press

Ridley, D. (2012). *The Literature Review: A Step-By-Step Guide for Students* 2nd ed. (SAGE study skills series). Sage.

### Journals

Developmental Disabilities Research Reviews Evidence Based Communication Assessment and Intervention

International Journal of Language and Communication Disorders

Journal of Speech, Language and Hearing Research Seminars in Speech and Language Topics in Language Disorders



