Module Descriptor

Research Methods in Health and Sport

Module Code: PAR5011-B
Academic Year: 2018-19
Credit Rating: 20
School: School of Allied Health Professions and Midwifery
Subject Area: Physiotherapy and Rehabilitation, Sport Rehabilitation
FHEQ Level: FHEQ Level 5
Module Leader: Miss Claire Graham

Additional Tutors:

Pre-requisites:
Co-requisites:

Contact Hours

<table>
<thead>
<tr>
<th>Type</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>12</td>
</tr>
<tr>
<td>Project supervision</td>
<td>5</td>
</tr>
<tr>
<td>Tutorials</td>
<td>12</td>
</tr>
<tr>
<td>Directed Study</td>
<td>171</td>
</tr>
</tbody>
</table>

Availability Periods

<table>
<thead>
<tr>
<th>Occurrence</th>
<th>Location/Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>BDA</td>
<td>University of Bradford / Academic Year (Sept - May)</td>
</tr>
</tbody>
</table>

Module Aims

1. To enable the student to develop practical experience of research design, research planning and proposal writing.
2. To consolidate problem solving and critical analysis skills.

Outline Syllabus
Module Learning Outcomes

On successful completion of this module, students will be able to...

1. Analyse the nature and range of research required for decision making which informs evidence based practice.
2. Discuss how professional knowledge is developed, appraised and judged.
3. Analyse and suggest appropriate research methods for a research question.
4. Analyse the ethical and legal issues in developing knowledge for practice.

2. Analyse the quality of research within health and social care and sport and its impact on own areas of practice.
2. Discuss the factors that can enhance and inhibit implementation of research findings in practice.
2. Explore the role of the service users and carers as collaborators in research.
2. Formulate a reasoned evidence based proposal for an individual project relevant to your field of study.

3. Apply reflective processes to the development of own learning and knowledge in becoming a collaborative practitioner.
3. Show information literacy and research skills.
3. Communicate professionally through presentation and analysis of a progress report.
3. Communicate professionally through academic writing and oral presentation.

Learning, Teaching and Assessment Strategy

Research informed teaching will focus on the theme of evidencing professional practice; students will examine the nature of evidence based practice. Research informed Key lectures will set out the core principles and concepts associated with understanding, analysing, critiquing and planning research. Seminars and group learning will be used to facilitate teacher/learner/ peer dialogue, discussion and feedback to further develop and challenge conceptual understanding. Directed study provides students with the opportunity to undertake reading, participate in enquiry based learning and address individual learning needs. VLE will be used to provide access to online resources, lecture notes & external links to websites of interest.

Formative assessment and feedback at individual tutorials, meetings, peer review and through electronic communication will facilitate reflection and student self-assessment. The
feedback from the first summative assessment will also facilitate the formative process for assessment 2. LO 1.1, 2.3 and 3.3 are assessed by Mode of Assessment 1 and LO 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 3.1, 3.2 and 3.4 are assessed by Mode of Assessment 2.

**Mode of Assessment**

<table>
<thead>
<tr>
<th>Type</th>
<th>Method</th>
<th>Description</th>
<th>Length</th>
<th>Weighting</th>
<th>Final Assess'</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative</td>
<td>Presentation</td>
<td>Summative assessment that formatively feeds into Assessment 2</td>
<td>15 minutes</td>
<td>20%</td>
<td>No</td>
</tr>
<tr>
<td>Summative</td>
<td>Coursework</td>
<td>A proposal for independent study</td>
<td>0-2500 words</td>
<td>80%</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Legacy Code (if applicable)**

**Reading List**

To view Reading List, please go to [rebus:list](http://rebus:list).