

Module Details	
Module Title:	Research Methods in Health and Sport
Module Code:	PAR5011-B
Academic Year:	2019-20
Credit Rating:	20
School:	School of Allied Health Professions and Midwifery
Subject Area:	Physiotherapy and Rehabilitation, Sport Rehabilitation
FHEQ Level:	FHEQ Level 5
Pre-requisites:	
Co-requisites:	

Contact Hours	
Type	Hours
Lectures	12
Project supervision	5
Tutorials	12
Directed Study	171

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Academic Year (Sept - May)

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
Concepts of Evidence Based Practice Nature of professional knowledge - empirical, ethics, personal, aesthetic Process for developing professional knowledge - research, audit, reflection Critical Review Databases (for example Cochrane, NICE, CRD)

Qualitative and quantitative research methods (Including Literature Review, Service Evaluation, Primary Research and Research Proposal)
 Patient/ service user involvement in research, audit & collaborative practice
 Health promotion and patient education
 Methods of data collection and interpretation
 Research ethics
 Presentation skills - Written and formative presentation to peers
 Formulation of a reasoned research proposal

Learning Outcomes

1	1.1 Analyse the nature and range of research required for decision making which informs evidence based practice. 1.2 Discuss how professional knowledge is developed, appraised and judged. 1.3 Analyse and suggest appropriate research methods for a research question. 1.4 Analyse the ethical and legal issues in developing knowledge for practice.
2	2.1 Analyse the quality of research within health and social care and sport and its impact on own areas of practice. 2.2 Discuss the factors that can enhance and inhibit implementation of research findings in practice. 2.3 Explore the role of the service users and carers as collaborators in research. 2.4 Formulate a reasoned evidence based proposal for an individual project relevant to your field of study.
3	3.1 Apply reflective processes to the development of own learning and knowledge in becoming a collaborative practitioner. 3.2 Show information literacy and research skills 3.3 Communicate professionally through presentation and analysis of a progress report 3.4 Communicate professionally through academic writing and oral presentation Write to academic and professional standards.

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

Type	Method	Description	Length	Weighting
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Summative	Presentation	Summative assessment that formatively feeds into Assessment 2	15 minutes	20%
Summative	Coursework	A proposal for independent study	-2500 words	80%

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>.

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.