

Module Details	
Module Title	Research Methods in Health and Sport
Module Code	PAR5011-B
Academic Year	2020/1
Credits	20
School	School of Allied Health Professions and Midwifery
Subject Area	Physiotherapy and Rehabilitation
FHEQ Level	FHEQ Level 5
Pre-requisites	N/A
Co-requisites	N/A

Contact Hours	
Type	Hours
Online Lecture (Asynchronous)	12
Online Seminar (Synchronous)	12
Project Supervision	5
Directed Study	171

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Academic Year

Module Aims
To enable the student to develop practical experience of research design, research planning and proposal writing; 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

Outcome Number	Description
01	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.
02	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.
03	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 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. A blended approach will be taken to the delivery of the module content. Research informed Key lectures, delivered via various methods, 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 and 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 the final summative assessment.

LO 1.1, 2.3 and 3.3 are assessed by Mode of Assessment 1 (15 minute presentation) 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 (2500 word proposal).

Mode of Assessment				
Type	Method	Description	Length	Weighting
Summative	Presentation	Summative assessment that formatively feeds into Assessment 2	15 mins	20%
Summative	Coursework	A proposal for independent study	N/A	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.

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