MODULE SPECIFICATION

1. The title of the module
   Research Skills - WL817

2. The Department which will be responsible for management of the module
   Centre for Professional Practice

3. The Start Date of the Module
   2015-2016

4. The number of students expected to take the module
   15

5. Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Departments and Faculties regarding the withdrawal
   N/A

6. The level of the module
   M (Level 7)

7. The number of credits which the module represents
   15 (7.5ECT’S)

8. Which term(s) the module is to be taught in (or other teaching pattern)
   Autumn, Spring, Summer

9. Pre-requisite and co-requisite modules
   Pre-requisite for WL 816

10. The programme of study to which the modules contributes
    PG Certificate / PG Diploma/MA/MSc in Professional Practice
    PG Certificate / PG Diploma /MSc in Advanced and Specialist Healthcare

11. The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes. On successful completion of the module participants will be able to:-

   (i) A critical understanding of the principles and methodologies of managing a research project applied in the context of the student’s own practice.

   (ii) Review and critically evaluate best available evidence relevant to a specified area of professional practice, synthesising information from key sources and databases searching synthesising information and evidence from key sources and databases, assessing the literature for validity and relevance using recognised appraisal tool.

   (iii) Critically evaluate and appraise research strategies available, both quantitative and qualitative approaches, and the appropriateness of the application of each to addressing different research questions in the professional practice setting.

   (iv) Demonstrate ability to reflect on the ethical aspects of research, and to compile a formal application, comprising a research project proposal and ethics approval form, for later consideration by the Centre’s research ethics approval committee, or other ethics committee, as required by the student’s employing organisation.
(v) Work collaboratively in the critique and subsequent development of that research project proposal.

12. **The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes:-**

   (i) Demonstrate an ability to employ constructive criticism and reflection, based on feedback from others to enhance professional learning and competence.

   (ii) Communicate with clarity in academic settings and in professional / work-place settings, showing regard to interpersonal skills.

   (iii) Show an ability to manage complex information effectively and to present this, using a comprehensive range of learning resources.

   (iv) Demonstrate a capacity for autonomous learning and ability to access professional resources, including other personnel, as appropriate.

13. **A Synopsis of the Curriculum**

As an evidence-based approach to professional working increases throughout organisations, there is a need for professionals to analyse critically within their own practice. This module will prepare students to undertake a work-related research project related to their own working practice and support students to develop the skills to enable this process. This module provides students with the opportunity to critically analyse different research methodologies and to appraise the academic literature in order to enable an evidence-based approach with which to increase professional effectiveness.

The module provides the opportunity to develop a research project proposal. The proposal should be relevant to the student’s workplace and to apply skills to access literature, use research databases and the internet, as well as a critical assessment of the limitations and appropriateness of methodologies and research findings. Students will be expected to present an outline of their initial formative ideas for their research proposal to a peer group discussion forum during the taught session.

An emphasis will be placed on exploring the implications of professional values and ethics in research. In addition, students will develop essential competence in completing an application for departmental ethical approval.

Sessions on particular key areas of project proposal development will provide the framework for this and will include:

- Critical analysis and identification of the best available evidence
- Development of the problem statement contextualising the research question
- Development of the research question(s) and/or hypotheses
- Exploration of research design (including stakeholder involvement and collaborative working)
- Development of a parallel ethical proposal and the process of Ethics Committee submission.
14. **Indicative Reading List**


Additional / further readings to support your individual academic development will be proposed, and where possible supplied electronically, throughout the duration of the module.

15. **Learning and Teaching Methods**, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes.

The module includes approximately 27 contact teaching, plus a self-study package requiring a minimum 10 hours of student work which will be used to support the contact teaching sessions. The total number of hours of study required will be 150 hours. An approximate division of the 150 hrs of learning are listed below:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Methods of Delivery</th>
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<tbody>
<tr>
<td></td>
<td>Guided Study Package</td>
<td>Lectures And Student Seminars</td>
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<tr>
<td>11i</td>
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<td>11ii</td>
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<tr>
<td><strong>Approximate Number of Hours</strong></td>
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<td>25</td>
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3 (Revised March 2015 –Final)
16. **Assessment methods and how these relate to testing achievement of the intended learning outcomes.**

The assessment comprises of 2 pieces of work. An overall pass is required to successfully complete the module.

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<tr>
<th>MLO</th>
<th>Assessment Methods</th>
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<tr>
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<td>A presentation of 10 minutes duration outlining the key features of the proposal. This presentation will be delivered during the 2nd taught weekend. The presentation should be supported by a draft outline of the proposal and ethics application.</td>
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17. **Implications for learning resources, including staff, library, IT and space**

This module will be taught by academic staff employed by the Centre for Professional Practice at the University of Kent. References unavailable electronically will be accessible through the Drill Hall Library. Teaching space will be required for the delivery of this module within the University of Kent’s Medway campus.

18. The School/Collaborative Partner recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the University’s/Collaborative Partner’s disability/dyslexia support service, and specialist support will be provided where needed.

19. **Campus(es) where module will be delivered:** Medway