

Module Details	
Module Title	Fundamentals of Research
Module Code	RAD5505-B
Academic Year	2024/5
Credits	20
School	School of Allied Health Professions and Midwifery
FHEQ Level	FHEQ Level 5

Contact Hours	
Type	Hours
Directed Study	8
Independent Study	153
Seminars	6
Lectures	15
Clinical Placement	18

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 2

Module Aims
<p>The module will enable students to identify and critically evaluate research methodologies including: Defining audit, research and service evaluation and type of research question; identifying best approach to investigate a specific question and critique of approaches adopted in published papers; data collection and analysis approaches; data interpretation and dissemination.</p>

## Outline Syllabus

Defining research, audit, service evaluation and evidence reviews and exploring their purpose and value.  
Engaging service users in research process.  
Approaches to reviewing the existing evidence base to explore a question, identify gaps in the evidence base and identify and new areas for research/investigation.  
Exploring and appraising differing methodological approaches in answering a research question ? what approach best fits the research question.  
Exploring the socio-cultural and demographic influence on research participation and findings.  
Data types and analysis approaches.  
Ethical considerations and approval process.  
Data access, storage, security, and destruction including GDPR and data management requirements.  
Focussed IT and library skills for systematically searching publication databases.  
Group working activity to critique a self-defined topic related to your studies and, based on findings, create an improved investigative approach.

## Learning Outcomes

Outcome Number	Description
01	Critically examine the nature and range of research approaches adopted within medical imaging and wider healthcare literature and determine the appropriateness of research approaches adopted.
02	Critically reflect on clinical practice and appraise the professional research evidence base to determine quality, believability, and acceptability of findings.
03	Compare different data types and determine appropriateness of data analysis strategies.
04	Appreciate the ethical and legal frameworks related to healthcare research and importance of service user involvement.
05	Demonstrate effective team working, communication and IT skills.

## Learning, Teaching and Assessment Strategy

Lectures will explore the key concepts of research design and data analysis. Face to face learning activities will systematically explore the stages in the different data collection, analysis and interpretation processes using published papers, reflection and evaluation of clinical placement practices, and case studies to facilitate critique, discussion and understanding. Students will be encouraged to openly critique and question the approaches and findings of the papers reviewed, how findings translate into clinical practice, and identify how the study design might be improved if the study were repeated. Clinical placements will allow students to explore practice patterns and question the evidence base supporting practice variations.

Working in small groups, students will be tasked with reviewing published papers around a topic of healthcare practice, critiquing the evidence base quality, reflecting on clinical implications and impact and proposing improvements in approach to data collection, analysis, and interpretation. This activity will form the basis of assessment 1.

Asynchronous directed learning activities will support the development of independent learning skills through reflection and self-assessment of understanding of the learning materials. The reading list and VLE materials will support further exploration of the module syllabus to provide learning extension for students

Achievement of learning outcomes will be undertaken through:

1. A group presentation detailing: how the group worked together to identify the topic; the contribution of each person in undertaking the task; and an overview of how previously published research exploring a relevant topic might be improved in terms data collection, analysis, and interpretation of findings, justifying why repeating the research study with identified methodological improvements may benefit contemporary practice (40%) (1,2,3,5)
2. A 1200 word assignment detailing the improved project (presented in part 1) method and data analysis plan and outlining engagement with service users in developing project plan and any ethical implications (60%) (1,3,4)

### Mode of Assessment

Type	Method	Description	Weighting
Summative	Presentation	Group presentation critiquing existing evidence base and suggesting new improved approach	40%
Summative	Coursework - Written	Individual Project method (1200 words)	60%
Formative	Presentation	Facilitated peer feedback group presentation sessions to support presentation skills and the giving and receiving of constructive feedback.	N/A
Formative	Coursework	Draft assignment submitted with completed feedback request template.	N/A

### 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.*

