MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	The Research Process					
Module Code	UINXKT-15-M		Level	M	Version	2.2
Owning Faculty	Hartpury		Field		Animal and Land Science	
Contributes towards	MRes Equestrian Performance MRes Animal Behaviour and Welfare MRes Anthrozoology Masters in Research (MRes) MSci Animal Behaviour and Welfare MSc Applied Strength and Conditioning MSci Equine Science MSci Equine Science (SW) MSc Coaching Science MSc Equine Science MSc Veterinary Physiotherapy PGCert Coaching Science PGCert Equestrian Performance and Rehabilitation PGCert Equine Behaviour and Welfare PGCert Equine Science PGDip Animal Behaviour and Welfare PGDip Coaching Science PGDip Equestrian Performance PGDip Equine Science PGDip Veterinary Physiotherapy					
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard	
Pre-requisites	None		Co-requisites	None		
Excluded Combinations	None		Module Entry Requirements	None		
Valid From	01 September 2016		Valid To	01 September 2020		

CVC Approval Date	03 February 2015 V2.3- 01 March 2018

Part 2: Learning and Teaching

Learning Outcomes	On successful completion of this module students will be able to:
	1 Critically analyse a range of theoretical and research paradigms with reference to their role in the creation of knowledge (A, B).
	2 Demonstrate an appreciation of the contextual relevance of varying methodological paradigms in regards to both the selection of appropriate research designs and subsequent analytical techniques (A).
	3 Defend the use of particular methodologies and associated methods of analysis (B).
	4 Make informed decisions about the commonly-used (quantitative and qualitative) methods of data gathering (A, B).
	5 Critically evaluate research within its appropriate methodological context (A, B).
	6 Appraise the ethical and practical issues arising in the conduct of research, and take account of these issues when designing a piece of research. (A).
	7 Show developed critical, analytical and interpretative skills (A, B).
	8 Demonstrate presentation skills in verbal and written formats (A, B).
Syllabus Outline	1 Methodological approaches including inductive and deductive approaches to qualitative and quantitative data collection, analysis and interpretation.
	2 Validity and reliability of research methods such as populations, sampling and generalisability
	3 Appreciation of appropriate research designs in relation to a chosen field of study
	4 Appreciation of relevant analysis procedures and the strengths and limitations of these procedures
Contact Hours	Indicative delivery modes:
	Lectures: 8 hours Seminars: 8 hours Workshops: 16 hours Online Discussion: 4 hours Independent Study: 114 hours Total: 150 hours
Teaching and Learning Methods	A variety of learning strategies will be used including scheduled learning, where students will receive theoretical underpinning knowledge and learn how to apply techniques relating assessing the research process consisting of lectures (8 hours), seminars (8 hours), workshops (16 hours) and online discussion (4 hours). Independent learning (114 hours) will also be an essential component of this module. This strategy is designed to encourage and promote student learning and the achievement of the learning outcomes. Students will not be able to complete the module successfully without undertaking the required amount of independent learning. This independent learning will include a combination of lone study and individual, pair and group work. Conferencing technologies (including videoconferencing, Skype) will be used in conjunction with the virtual learning environment (VLE), email and phone calls to keep in touch with students between teaching blocks.
	Scheduled Learning Delivery will include lectures, seminars and workshops.
	Independent Learning Students will be expected to engage with essential reading in relation to their individual areas of practice. Completion of assignments will be supported through individual tutorials and the use of a virtual learning environment to interact with peers and tutors.
	Virtual Learning Environment (VLE) (or equivalent) This module is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE.

Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE.

<u>Key Information Set - Module data</u>

Number of credits for this module	15

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	36	114	0	150

The table below indicates as a percentage the total assessment of the module which constitutes a:

1   *Written Exam:* Unseen written exam, open book written exam, In-class test.
2   *Coursework:* Written assignment or essay, report, dissertation, portfolio, project.
3   *Practical Exam:* Oral Assessment and/or presentation, practical skills assessment, practical exam.

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:

Written exam assessment percentage	0%
Coursework assessment percentage	70%
Practical exam assessment percentage	30%
	100%

Reading Strategy	***Essential Reading*** Core material will be indicated to the student via pre-course material, module guides and through their accessing a dedicated VLE programme presence. No requirement for the purchase of set text(s) will be made and students will have full access to library services, online applications, and inter-library loans. ***Further Reading*** Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature and wider professional sources. ***Access and Skills*** The development of literature searching skills is supported by a library seminar provided within the first semester. Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the library services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the library and the Assessment Support Tutor will be available for online and telephone based information, advice and trouble-shooting.

Indicative Reading List	The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms, including the module guide. • Denzin, N.K. & Lincoln, Y.S. (Current Edition) *Handbook of Qualitative Research*. London: Sage Publishing. • Field, A. (Current Edition) *Discovering Statistics Using SPSS: (and Sex, Drugs and Rock 'n' Roll).* London: Sage Publishing. • Silverman, D. (Current Edition) *Doing Qualitative Research: A Practical Handbook.* London: Sage Publishing. • Tabachnick, N. & Fidell, L. (Current Edition) *Using Multivariate Statistics.* New York, USA: Harper Collins. • Thomas, J., Nelson, J. and Silverman, D. (Current Edition) *Research Methods in Physical Activity*. Leeds: Human Kinetics. • Wengraf, T. (Current Edition) *Qualitative Research Interviewing*. London: Sage.

Part 3: Assessment	
Assessment Strategy	The module is assessed using an oral presentation to assess knowledge and understanding. Students will be expected to present work individually to include both presenting time and time for response to questions from others present. This form of assessment is particularly useful for postgraduate students intending to present their work at peer-reviewed conferences. Decision making regarding use of specific methodologies and the evaluation of existing research will be assessed as indicated by the learning outcomes. This module will also be assessed via a written assignment. Postgraduate study requires students to be able to evaluate and synthesise a wide range of material, and this assessment provides the opportunity to engage with this. The ability to evaluate research practices and frameworks within the students' field of study will be assessed, as indicated by the learning outcomes. Opportunities for formative feedback will be available through scheduled learning activities that reflect the assessment strategy and critical discussion through the VLE. In line with the College's commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to the VLE.

Identify final assessment component and element	**Individual Presentation**		
% weighting between components A and B (Standard modules only)		**A:**	**B:**
		30%	70%

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1 Individual Presentation (15 minutes)	100%
Component B **Description of each element**	**Element weighting**
1 Written Assignment (2250 words)	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1 Individual Presentation (15 minutes)	100%
Component B **Description of each element**	**Element weighting**
1 Written Assignment (2250 words)	100%

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.