

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	The Research Process				
Module Code	UINXKT-15-M	Level	M	Version	3.1
Owning Faculty	Hartpury	Field	Animal and Land Science		
Contributes towards	Masters in Research (MRes) MRes Animal Behaviour and Welfare MRes Anthrozoology MRes Equestrian Performance MSc Applied Performance Analysis in Sport MSc Equine Science MSc Sports Coaching MSc Strength and Conditioning MSc Veterinary Physiotherapy MSci Animal Behaviour and Welfare MSci Equine Science MSci Equine Science (SW) PG Cert Applied Performance Analysis in Sport PG Cert Equestrian Performance and Rehabilitation PG Cert Equine Behaviour and Welfare PG Cert Equine Science PG Dip Animal Behaviour and Welfare PG Dip Applied Performance Analysis in Sport PG Dip Equestrian Performance PG Dip Equine Science PG Dip Sports Coaching PG Dip Strength and Conditioning PG Dip 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 2021		Valid To	01 September 2024	

CVC Approval Date	22 February 2021
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Part 2: Learning and Teaching

Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1 Critically evaluate a range of qualitative, quantitative and mixed methods research designs utilised in current research (B). 2 Critically explore the ethical considerations required in current research and the role and potential bias a researcher can have (A). 3 Identify and critically evaluate literature in a given subject field to define research questions and form a rationale for a suggested project (B). 4 Critically appraise how the research question will drive the methodology and method of analysis chosen for a given project (A).
Syllabus Outline	<ol style="list-style-type: none"> 1 Methodological approaches including inductive and deductive approaches to qualitative, quantitative and mixed methods data collection, analysis and interpretation 2 Validity and reliability of research methods 3 Research questions, writing aims and objectives, research designs, sampling, populations 4 Appreciation of the strengths and weaknesses of commonly used relevant data analysis procedures 5 Critical analysis and evaluation of academic literature 6 Ethics of research 7 The requirements for a research proposal or ethical application
Teaching and Learning Methods	<p>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, seminars and workshops and online discussion. Independent learning 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 MS Teams) will be used in conjunction with the virtual learning environment (VLE) and email for communication with students.</p> <p>Scheduled Learning Delivery will include lectures, seminars and workshops.</p> <p>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.</p> <p>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.</p>

Key Information Sets Information	<p>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.</p> <p><u>Key Information Set - Module data</u></p> <p>Number of credits for this module 15</p> <table border="1" data-bbox="523 378 1329 566"> <thead> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> </thead> <tbody> <tr> <td>150</td> <td>24</td> <td>126</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a:</p> <ol style="list-style-type: none"> 1 <i>Written Exam</i>: Unseen written exam, open book written exam, In-class test. 2 <i>Coursework</i>: Written assignment or essay, report, dissertation, portfolio, project. 3 <i>Practical Exam</i>: Oral Assessment and/or presentation, practical skills assessment, practical exam. <p>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:</p> <p>Total assessment of the module:</p> <table border="1" data-bbox="395 1025 1066 1167"> <tbody> <tr> <td>Written exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">70%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">30%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	24	126	0	150	Written exam assessment percentage	0%	Coursework assessment percentage	70%	Practical exam assessment percentage	30%		100%
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	100%																		
Reading Strategy	<p>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.</p> <p>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.</p> <p>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.</p>																		

Indicative Reading List	<p>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.</p> <ul style="list-style-type: none"> • Denzin, N.K. & Lincoln, Y.S. (Current Edition) <i>Handbook of Qualitative Research</i>. London: Sage Publishing. • Field, A. (Current Edition) <i>Discovering Statistics Using SPSS: (and Sex, Drugs and Rock 'n' Roll)</i>. London: Sage Publishing. • Silverman, D. (Current Edition) <i>Doing Qualitative Research: A Practical Handbook</i>. London: Sage Publishing. • Tabachnick, N. & Fidell, L. (Current Edition) <i>Using Multivariate Statistics</i>. New York, USA: Harper Collins. • Thomas, J., Nelson, J. and Silverman, D. (Current Edition) <i>Research Methods in Physical Activity</i>. Leeds: Human Kinetics. • Wengraf, T. (Current Edition) <i>Qualitative Research Interviewing</i>. London: Sage.
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Part 3: Assessment

Assessment Strategy	<p>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.</p> <p>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.</p> <p>Opportunities for formative feedback will be available through scheduled learning activities that reflect the assessment strategy and critical discussion through the VLE.</p> <p>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.</p>		
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)		Element weighting	
Description of each element			
1	Individual Presentation (15 minutes)	100%	
Component B		Element weighting	
Description of each element			
1	Written Assignment (2250 words)	100%	
Resit (further attendance at taught classes is not required)			
Component A (controlled conditions)		Element weighting	
Description of each element			
1	Individual Presentation (15 minutes)	100%	
Component B		Element weighting	
Description of each element			
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.			