University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic data					
Module title	Undergraduate Research Process				
Module code	UINXU5-15-2	Level	2	Version	1.3
UWE credit rating	15	ECTS credit rating	7.5	WBL Module	No
Owning faculty	Hartpury	Field	Animal and Land Science		
Department	Animal and Land	Module type	Standard		
Contributes towards	BA (Hons) Sports Business Management BSc (Hons) Agriculture, Conservation and Sustainable Management BSc (Hons) Animal Behaviour & Welfare BSc (Hons) Animal Management BSc (Hons) Animal Science BSc (Hons) Animal Science (SW) BSc (Hons) Applied Animal Science BSc (Hons) Applied Animal Science (SW) BSc (Hons) Applied Animal Science with Therapy BSc (Hons) Applied Animal Science with Therapy (SW) BSc (Hons) Bioveterinary Science BSc (Hons) Equestrian Sports Coaching BSc (Hons) Equestrian Sports Science BSc (Hons) Equine Management BSc (Hons) Equine Science BSc (Hons) Equine Science (SW) BSc (Hons) Equine Science with Therapy BSc (Hons) Equine Science with Therapy (SW) BSc (Hons) Equine Veterinary Nursing Science BSc (Hons) Physical Education and School Sport BSc (Hons) Sport and Exercise Nutrition BSc (Hons) Sport and Exercise Nutrition (SW) BSc (Hons) Sport and Exercise Sciences BSc (Hons) Sport and Exercise Sciences (SW) BSc (Hons) Sport Performance BSc (Hons) Sports Coaching BSc (Hons) Sports Conditioning and Injury Management BSc (Hons) Sports Conditioning and Injury Management (SW)		BSc (Hons) Sports Therapy BSc (Hons) Sports Therapy (SW) BSc (Hons) Strength and Conditioning BSc (Hons) Strength and Conditioning (SW) BSc (Hons) Veterinary Nursing Science (SW) FdA Sports Business Management FdA Agricultural Business Management FdSc Agriculture FdSc Animal Behaviour & Welfare FdSc Animal Science & Management FdSc Conservation and Countryside Management FdSc Equine Performance FdSc Equine Performance (SW) FdSc Equine Science & Management FdSc Equine Veterinary Nursing Science (SW) FdSc Sport Performance FdSc Sports Coaching FdSc Veterinary Nursing Science (SW) FdSc Wildlife Conservation & Countryside Management MSci Animal Behaviour and Welfare MSci Equine Science MSci Equine Science (SW) MSci Sports Coach Development		
Pre-requisites	None	Co-requisites	None		
Excluded combinations	None	Module entry requirements	None		
First CAP Approval Date	21 January 2014	Valid From	01 September 2014		
Revision CAP Approval Date	v1.1- 03 February 2015 v1.2- 02 December 2015 v1.3- 07 July 2016	Revised with effect from	01 September 2016		

Review date	01 September 2020

Part 2: Learning and teaching	
Learning outcomes	On successful completion of this module students will demonstrate: 1. Knowledge and understanding of the various stages of the research process demonstrating application using an appropriately reasoned research model. (A) 2. Knowledge and understanding of sources of literature to inform the research process and be able to critically analyse, synthesise and evaluate published research papers. (A) 3. The value of an ethical research methodology and select, justify and apply appropriate techniques of analysis in order to support research aims and objectives within a research project proposal. (A) 4. The ability to produce a research proposal containing synthesis and application of the research process which could be used to inform and establish a final dissertation project. (A)
Syllabus outline	• Forming a research proposal: identification of the research topic, formation of a research question/hypothesis, statement of objectives literature review, research strategy, ethical consideration, data collection methods and timetable. • Sourcing and reviewing literature: conducting a literature search, critiquing literature, recording references, quoting from the literature, references in text, reference list. • A range of qualitative methods, including strengths and weaknesses within appropriate methodological contexts. • A range of quantitative methods including strengths and weaknesses within appropriate methodological contexts. • An overview of types of data, their analysis, interpretation and presentation of results.
Contact hours	Indicative delivery modes: Lectures, guided learning, seminars 33 Self-directed study 3 Independent study 114 **TOTAL HOURS** **150**
Teaching and learning methods	A variety of learning strategies will be used including lectures, seminars and self-directed learning. Students will also be expected to engage in independent learning throughout the module and time to complete assessment work. ***Scheduled learning*** May include lectures, and practical workshops, tutorials and outside speakers. ***Independent learning*** May include hours engaged with essential reading, case study and/or seminar preparation, assignment preparation and completion etc. ***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 (or equivalent).

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. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for. **Key information set – module data** Number of credits for this module: 15 Hours to be allocated: 150 | Scheduled learning and teaching study hours: 36 | Independent study hours: 114 | Placement study hours: 0 | Allocated Hours: 150 The table below indicates as a percentage the total assessment of the module which constitutes: 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: 100% Practical exam assessment percentage: 0% 100%
Reading strategy	**Essential reading** Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library. Module guides will also reflect the range of reading to be carried out. **Further reading** Further reading will be required to supplement the set text and other printed readings. 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 search, 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 their academic literature. **Access and skills** Formal opportunities for students to develop their library and information skills are provided within the induction period and the study skills sessions. Additional support is available through online resources. This includes interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered.

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. Books: Brett Davies M (Current Edition). *Doing a successful research project using qualitative and quantitative methods.* Basingstoke Hampshire: Palgrave Macmillan. Clandinnin and Connelly (Current Edition). *Narrative Enquiry, Experience & story in qualitative research.* San Fransisco: Wiley. Corrigan R.H. and Farrell M.E. (Current Edition). *Ethics, A University Guide.* Gloucester: Frontiers Publications. Denzin and Lincoln (Current Edition). *The handbook of qualitative research.* London: Sage. Dytham C (Current Edition). *Choosing and using statistics. A biologist's guide.* Padstow Cornwall: Blackwell Publishing. Field, A. (Current Edition). *Discovering Statistics Using IBM SPSS Statistics*. London: Sage. Greenfield, T (Current Edition). *Research methods.* London: Arnold. Hunt, A. (Current Edition). *Your research project: how to manage it*. Abingdon: Routledge Pallant, J (Current Edition). *SPSS survival manual: a step by step guide to data analysis using SPSS for windows*. Maidenhead: Open University Press Swetnam D and Swetnam R (Current Edition). *Writing your dissertation*. Trowbridge: How to books. Underwood, A.J (Current Edition). *Experiments in ecology: their logical design and interpretation using analysis of variance.* Cambridge: Cambridge University Press. Journals: Any journal which publishes peer reviewed primary research. Websites and databases: Web Pages that Perform Statistical Calculations! http://statpages.org/. Statistics Help For Students http://statistics-help-for-students.com/.

Part 3: Assessment			
Assessment Strategy	Students will gain experience in key research proposal elements such as writing aims/objectives, planning methods and considering the ethical implications via a project proposal in a subject of their own choosing. Within attendance monitored sessions as part of the module delivery, students will gain feedback on the design of their proposed study, and within their project proposal must discuss how they have utilised the feedback to inform their final proposed study. Formative feedback will be provided throughout the module via planned tutorial support sessions as part of the module delivery, focusing on both the assessment and module content; and seminar sessions designed to support students in data analysis. 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	Project Proposal		
% weighting between components A and B (Standard modules only)		**A:**	**B:**
		100%	0%
First Sit			
Component A (controlled conditions) **Description of each element**		**Element weighting**	
1 Project Proposal (2000 words)		100%	
Resit (further attendance at taught classes is not required)			
Component A (controlled conditions) **Description of each element**		**Element weighting**	
1 Project Proposal (2000 words)		100%	
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.			