

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic data					
Module title	Undergraduate Research Process				
Module code	UINXU5-15-2	Level	2	Version	1
Owning faculty	Hartpury	Field	Animal and Land Science		
Contributes towards	BA (Hons) Equine Business Management BA (Hons) Equine Business Management (SW) 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) Bioveterinary Science BSc (Hons) Equestrian Sports Science BSc (Hons) Equine Management BSc (Hons) Equine Science BSc (Hons) Equine Science (SW) BSc (Hons) Equine Veterinary Nursing Science BSc (Hons) Physical Education & School Sport BSc (Hons) Sport Performance BSc (Hons) Sports Coaching BSc (Hons) Sports Conditioning & Injury Management BSc (Hons) Sports Conditioning & Injury Management (SW)	BSc (Hons) Sports Therapy BSc (Hons) Sports Therapy (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			
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 2014		Valid to	01 September 2020	

CAP approval date	27 January 2014
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Part 2: Learning and teaching									
Learning outcomes	<p>On successful completion of this module students will demonstrate:</p> <ol style="list-style-type: none"> 1 Knowledge and understanding of the various stages of the research process demonstrating application using an appropriately reasoned research model (A, B). 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 (B). 3 The value of an ethical research methodology and select, justify and apply appropriate qualitative or quantitative techniques, or both, in order to support research aims and objectives within a research project proposal or case study (A, B). 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 (B). 								
Syllabus outline	<ol style="list-style-type: none"> 1 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. 2 Sourcing and reviewing literature: conducting a literature search, critiquing literature, recording references, quoting from the literature, references in text, reference list. 3 A range of qualitative methods, including strengths and weaknesses within appropriate methodological contexts. 4 A range of quantitative methods including strengths and weaknesses within appropriate methodological contexts. 5 An overview of types of data, their analysis, interpretation and presentation of results. 								
Contact hours	<p>Indicative delivery modes:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Lectures, guided learning, seminars</td> <td style="text-align: right; padding: 2px;">33</td> </tr> <tr> <td style="padding: 2px;">Self-directed study</td> <td style="text-align: right; padding: 2px;">3</td> </tr> <tr> <td style="padding: 2px;">Independent study</td> <td style="text-align: right; padding: 2px;">114</td> </tr> <tr> <td style="padding: 2px;">TOTAL HOURS</td> <td style="text-align: right; padding: 2px;">150</td> </tr> </table>	Lectures, guided learning, seminars	33	Self-directed study	3	Independent study	114	TOTAL HOURS	150
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Teaching and learning methods	<p>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.</p> <p><i>Scheduled learning</i> May include lectures, and practical workshops, tutorials and outside speakers.</p> <p><i>Independent learning</i> May include hours engaged with essential reading, case study and/or seminar preparation, assignment preparation and completion etc.</p> <p><i>Virtual learning environment (VLE) (or equivalent)</i> 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).</p>								

<p>Key information sets information</p>	<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. 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.</p> <p>Key information set – module data</p> <p>Number of credits for this module 15</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Hours to be allocated</th> <th style="width: 25%;">Scheduled learning and teaching study hours</th> <th style="width: 25%;">Independent study hours</th> <th style="width: 20%;">Placement study hours</th> <th style="width: 15%;">Allocated Hours</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes:</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 style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding-right: 20px;">Written exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">40%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="border: 1px solid black; text-align: center;">60%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">0%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150	Written exam assessment percentage	40%	Coursework assessment percentage	60%	Practical exam assessment percentage	0%		100%
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<p>Reading strategy</p>	<p>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.</p> <p>Further reading Further reading is advisable for this module, and students will be encouraged to explore at least one of the titles held in the library on this topic. A current list of such titles will be given in the module handbook and revised annually.</p> <p>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 the Library Services web pages and online resources. This includes interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.</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"> • Brett Davies M (Current Edition). <i>Doing a successful research project using qualitative and quantitative methods</i>. Basingstoke Hampshire: Palgrave Macmillan. • Clandinnin & Connelly (Current Edition). <i>Narrative Enquiry, Experience & story in qualitative research</i>. San Fransisco: Wiley. • Corrigan R.H. & Farrell M.E. (Current Edition). <i>Ethics, A University Guide</i>. Gloucester: Frontiers Publications. • Denzin & Lincoln (Current Edition). <i>The handbook of qualitative research</i>. London: Sage. • Dytham C (Current Edition). <i>Choosing and using statistics. A biologist's guide</i>. Padstow Cornwall: Blackwell Publishing. • Field, A. (Current Edition). <i>Discovering Statistics Using IBM SPSS Statistics</i>. London: Sage. • Greenfield, T (Current Edition). <i>Research methods</i>. London: Arnold. • Hunt, A. (Current Edition). <i>Your research project: how to manage it</i>. Abingdon: Routledge • Pallant, J (Current Edition). <i>SPSS survival manual: a step by step guide to data analysis using SPSS for windows</i>. Maidenhead: Open University Press • Swetnam D & Swetnam R (Current Edition). <i>Writing your dissertation</i>. Trowbridge: How to books. • Underwood, A.J (Current Edition). <i>Experiments in ecology: their logical design and interpretation using analysis of variance</i>. Cambridge: Cambridge University Press. <p>Journals:</p> <ul style="list-style-type: none"> • Any journal which publishes peer reviewed primary research. <p>Websites and databases:</p> <ul style="list-style-type: none"> • Web Pages that Perform Statistical Calculations! http://statpages.org/. • Statistics Help For Students http://statistics-help-for-students.com/. <p><i>The above sources give an indication of the area of study involved. Although students may be directed to some specific titles, they will also be encouraged to identify other relevant material for themselves.</i></p>
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Part 3: Assessment		
Assessment Strategy	<p>The open book written examination has been chosen to facilitate broad assessment of the knowledge and understanding; and intellectual skills gained throughout the module in a time-limited and controlled setting. This will require the learner to demonstrate an understanding of the research process and analyse either a qualitative or quantitative case study.</p> <p>The research project proposal and personal reflection will be known as the written assignment and is chosen to facilitate in-depth utilisation of skills and understanding gained from the lecture series; and relating this to material available in the public domain.</p> <p>Formative feedback will be provided throughout the module via tutorial support; class discussions and various exercises that embrace the range of research process inputs and outputs.</p> <p>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.</p>	
Identify final assessment component and element	Open book written examination	
% weighting between components A and B (Standard modules only)	A:	B:
	40%	60%
First Sit		
Component A (controlled conditions) Description of each element		Element weighting
1	Open book written examination (1 hour)	100%
Component B Description of each element		Element weighting
1	Written assignment (2,000 words)	100%
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element		Element weighting
1	Open book written examination (1 hour)	100%
Component B Description of each element		Element weighting
1	Written assignment (2,000 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.		