

**CDA4 Programme Design Template
Module specification (with KIS) 2014-15**



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Undergraduate Dissertation				
Module Code	UINV3R-45-3	Level	3	Version	1
UWE Credit Rating	45	ECTS Credit Rating	22.5	WBL module?	No
Owning Faculty	Hartpury	Field	Animal and Land Science		
Department	Animal and Land	Module Type	Project		
Contributes towards	BA (Hons) Equine Business Management BA (Hons) Equine Business Management (SW) BA (Hons) Sports Business Management BSc (Hons) Animal Behaviour and Welfare BSc (Hons) Animal Science BSc (Hons) Animal Science (SW) BSc (Hons) Bioveterinary Science BSc (Hons) Equestrian Sports Coaching BSc (Hons) Equestrian Sports Science BSc (Hons) Equine Science BSc (Hons) Equine Science (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) Sports Coaching BSc (Hons) Sports Conditioning and Injury Management BSc (Hons) Sports Conditioning and Injury Management (SW) BSc (Hons) Sports Performance BSc (Hons) Sports Therapy BSc (Hons) Sports Therapy (SW) BSc (Hons) Veterinary Nursing Science (SW)				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	Applied Research Project (UISV3S-30-3)	Module Entry requirements	None		
Valid From	01 September 2015	Valid to	01 September 2021		

CAP Approval Date	15 December 2014
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Part 2: Learning and Teaching	
Learning	On successful completion of this module students will be able to:

Outcomes	<ol style="list-style-type: none"> 1. Apply appropriate research techniques to address an area of inquiry from their subject discipline. (A) 2. Critically evaluate literature relevant to an area of investigation. (A) 3. Select and apply methods of analysis suitable to the subject discipline. (A) 4. Evaluate the outcomes of the inquiry drawing upon relevant literature. (A) 5. Disseminate the outcomes of the research inquiry effectively. (A) 																									
Syllabus Outline	<p>The nature of the dissertation will vary for each student; therefore the following content is indicative of the scheduled learning opportunities that will be made available to the students.</p> <ul style="list-style-type: none"> • Writing a research proposal • Ethical considerations • Quantitative research design • Qualitative research design • Analysis of data • Writing guidelines 																									
Contact Hours	<p>Indicative delivery modes:</p> <ul style="list-style-type: none"> • Lectures, e-lectures, project supervision, seminars etc. 24 • Self directed learning 10 • Independent learning 416 <p>TOTAL 450</p>																									
Teaching and Learning Methods	<p>During this module students will be introduced to the assessment, learning and teaching methods employed and will be allocated an individual project supervisor to guide them towards completion of their chosen inquiry.</p> <p>Scheduled learning includes lectures, e-lectures, seminars, tutorials, project supervision.</p> <p>Independent learning includes hours engaged with essential reading, assignment preparation and completion etc. The nature of the dissertation will be individually negotiated and may also include work placement, by application. These sessions constitute an average time per level as indicated in the table below.</p> <p>Virtual learning environment (VLE): this specification 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. 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> <table border="1" data-bbox="461 1516 1366 1917"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td style="border: 2px solid black;">45</td> </tr> <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> <tr> <td>450</td> <td>34</td> <td>416</td> <td>0</td> <td>450</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project</p>	Key Information Set - Module data					<i>Number of credits for this module</i>									45	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	450	34	416	0	450
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	<p>Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <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> <table border="1" data-bbox="579 367 1256 600"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>100%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>100%</td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage		0%		Coursework assessment percentage		100%		Practical exam assessment percentage		0%					100%
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Reading Strategy	<p>Essential readings Given the variety of methodological approaches, essential reading for the module will be individual to the student. Any essential reading will be indicated through consultation during project supervision, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print 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 readings 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.</p> <p>Access and skills Formal opportunities for students to develop their library and information skills are provided within student skills sessions. Additional support is available through online library resources. This includes interactive tutorials on finding books and journals, evaluation information and referencing. Sign up workshops are also offered.</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> <p>Books</p> <p>Field, A. (Current Edition) <i>Discovering Statistics using IBM SPSS Statistics</i>. London: Sage Publications.</p> <p>Gratton, C. and Jones, I. (Current Edition) <i>Research Methods for Sports Studies</i>. London: Routledge.</p> <p>Greetham, B. (Current Edition) <i>How to Write your Undergraduate Dissertation</i>. Hampshire: Palgrave Macmillan.</p> <p>Hawkins, D. (Current Edition) <i>Biomeasurement: A Student's Guide to Biological Statistics</i>. Oxford: Oxford University Press.</p> <p>Holmes, D., Moody, P. and Dine, D. (Current Edition) <i>Research Methods for the Biosciences</i>. Oxford: Oxford University Press.</p> <p>Martin, P. and Bateson, P. (Current Edition) <i>Measuring Behaviour: An Introductory Guide</i>. Cambridge: Cambridge University Press.</p> <p>Saunders, M., Thornhill, A. and Lewis, P. (Current Edition) <i>Research Methods for</i></p>																				

	<p><i>Business Students</i>. Harlow: Pearson.</p> <p>Silverman, D. (Current Edition) <i>Doing Qualitative Research: A Practical Handbook</i>. London: Sage Publications.</p> <p>Thomas, J.R., Nelson, J.K. and Silverman, S.J. (Current Edition) <i>Research Methods in Physical Activity</i>. Leeds: Human Kinetics.</p> <p>Wisker, G. (Current Edition). <i>The Undergraduate Research Handbook</i>. Hampshire: Palgrave Macmillan.</p> <p>Journals</p> <p>Due to the huge variety of likely titles, it is not possible to be specific.</p> <p>Websites</p> <p>British Educational Research Association (BERA). Ethical guidelines for educational research. URL: https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2011</p> <p>World Medical Association (WMA). WMA Declaration of Helsinki – Ethical principles for medical research involving human subjects. URL: http://www.wma.net/en/30publications/10policies/b3/</p>
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Part 3: Assessment	
Assessment Strategy	<p>The strategy will provide optional assessment briefs within the framework of a final dissertation thesis to enable students to select an assessment appropriate to their subject discipline and area of inquiry. In each case, the assessment will require the student to produce a summative account of their research inquiry, including a plan for dissemination thus providing the opportunity to meet each learning outcome. The nature of the inquiry and assessment option should be negotiated with a supervisor prior to the commencement of the project itself.</p> <p>The options are an undergraduate research article, a report on a vocationally relevant inquiry and a critical review of literature.</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	Component A: Dissertation thesis	
% 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. Dissertation thesis (up to 8000 words)	100%	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions)	Element weighting

Description of each element	
1. Dissertation thesis (up to 8000 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.	