

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



University of the  
West of England

**CORPORATE AND ACADEMIC SERVICES**


**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Investigative skills for the successful undergraduate				
Module Code	UINV4Y-15-3	Level	3	Version	1.1
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	BSc (Hons) Agriculture, Conservation and Sustainable Management (Top-up) BSc (Hons) Agriculture (Top-up) BSc (Hons) Conservation (Top-up) BSc (Hons) Animal Management (Top-up) BSc (Hons) Equine Management (Top-up) BSc (Hons) Equine Veterinary Nursing Science (Top-up) BSc (Hons) Sports Studies (Top-up) BSc (Hons) Veterinary Nursing Science (SW)				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	01 September 2016		Valid to	01 September 2021	

<b>CAP Approval Date</b>	15 December 2014
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Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: <ol style="list-style-type: none"> <li>1. Demonstrate the ability to read an original research article, analyse the extent to which it fulfils its aims and critically construct a summary of its content. (A)</li> <li>2. Perform a comprehensive literature search on an identified topic and critically evaluate the contribution the resulting literature makes to knowledge on a given subject. (B)</li> <li>3. Construct a project proposal and justify the selection of an appropriate research framework, methodology and methods of data analysis for use to address a stated research question. (B)</li> </ol>
Syllabus Outline	<ul style="list-style-type: none"> <li>• Expectations of level 3 (6), including the roles of academic staff, support mechanisms and the role of the active learner.</li> <li>• Skills to promote independent learning, including time management, project management and using published routes of enquiry.</li> <li>• Searching for literature, including how to use the library catalogue and</li> </ul>

	<p>databases.</p> <ul style="list-style-type: none"> <li>• Reading published material for understanding, including types of published material and their levels of accuracy and relative worth in an academic and industry context.</li> <li>• Critical evaluation of literature and in particularly primary research articles.</li> <li>• How to read an assessment brief, including marking criteria and distribution and their contribution to final award.</li> <li>• Academic writing, including the expected faculty format, academic language and assignment structure, citing and referencing sources and adapting this guidance for posters, support materials for oral presentations and written assignments.</li> <li>• The research process, including developing research questions, common research frameworks, methodologies, types of data and their collection, collation and presentation, drawing conclusions and suggesting future work.</li> <li>• Using feedback to enhance future performance and developing skills of reflective practice.</li> </ul>								
Contact Hours	<p>Indicative delivery modes:</p> <table> <tr> <td>• Lectures, guided learning, seminars etc.</td> <td>33</td> </tr> <tr> <td>• Self-directed learning</td> <td>15</td> </tr> <tr> <td>• Independent learning</td> <td>102</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>150</b></td> </tr> </table>	• Lectures, guided learning, seminars etc.	33	• Self-directed learning	15	• Independent learning	102	<b>TOTAL</b>	<b>150</b>
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• Self-directed learning	15								
• Independent learning	102								
<b>TOTAL</b>	<b>150</b>								
Teaching and Learning Methods	<p>The content of this module will be front loaded to support students new to level three (6) study in making the adjustment from level two (5) study to enable success at level three. A particular focus will be on providing opportunity for students to practice articulating and justifying an evidence-based opinion on questions relevant to their subject of study. As such whilst large group delivery will be used; small group work, seminars, practical classes and workshops will be a feature of this module with students having to complete self-directed learning to maximise their learning within these scheduled sessions. Peer-assisted learning will also be encouraged through small group work and buddy schemes within this module.</p> <p><b>Scheduled learning</b> includes lectures, seminars, group tutorials, demonstration, practical classes on information searching and data analysis and workshops.</p> <p><b>Self-directed learning</b> includes essential reading and exercises set by the module team to enable students to prepare to make the most of scheduled learning sessions and increase understanding.</p> <p><b>Independent learning</b> includes hours engaged with recommended reading, formative assessment preparation, investigation to identify a subject on which to base the project proposal, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.</p> <p><b>Virtual learning environment (VLE):</b> 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>								

<b>Key Information Set - Module data</b>				
<i>Number of credits for this module</i>				
				15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	48	102	0	150
				

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

**Written Exam:** Unseen written exam, open book written exam, In-class test

**Coursework:** Written assignment or essay, report, dissertation, portfolio, project

**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	50%
Coursework assessment percentage	50%
Practical exam assessment percentage	0%
	100%

### Reading Strategy

Students will receive access to a module guide, which will contain detailed information on the reading strategy underpinning this module. At the start of the module students will be guided in how to read academic literature and how to evaluate the relative qualities of different forms of published material. As such some material will be provided for the students, whilst other material should be accessed via the Library Catalogue.

#### Essential readings

Any essential reading will be indicated clearly, 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.

#### 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.

#### Access and skills

Formal opportunities for students to develop their library and information skills are provided within the induction period and student skills sessions. Additional support is available through online resources. This includes interactive tutorials on finding books and journals, evaluation information and referencing. Sign up workshops are also offered.

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>Brett Davies, M. (Current Edition) <i>Doing a Successful Research Project using Qualitative and Quantitative Methods</i>. Basingstoke Hampshire: Palgrave Macmillan.</p> <p>Greenfield, T. (Current Edition) <i>Research Methods</i>. London: Arnold.</p> <p>Pritchard, A. (Current Edition) <i>Studying and Learning at University: Vital Skills for Success in your Degree</i>. London: SAGE.</p> <p>Ridley, D. (Current Edition) <i>The Literature Review: A Step-by-Step Guide for Students</i>. London: SAGE.</p> <p>Journals</p> <p>Any journal which publishes peer-reviewed primary research.</p> <p>Websites</p> <p>UWE Study Skills <a href="http://www1.uwe.ac.uk/students/studysupport/studyskills.aspx">http://www1.uwe.ac.uk/students/studysupport/studyskills.aspx</a></p>
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### Part 3: Assessment

Assessment Strategy	<p>The assessment strategy for this module is designed to ensure that a student has a thorough understanding, and is able to apply, the skills developed during this module. Writing a summary of an original research article is a challenging practical skill that requires the student to be able to identify and synthesise key information from an original research article and communicate concisely an accurate representation of those points. Students will get the opportunity to complete a formative assessment as part of this module, containing the majority, but not all, of the areas required in a project proposal. It is intended that they are able to use feedback from this exercise to support them in applying their developing understanding of the research process to complete a proposal for a project that they may decide to continue with as part of a different module in the future. It will be important that students show awareness of legal and ethical requirements of their chosen subject for the project, as well as sound research design. The maximum words for this assessment will be considered in line with the University's word count policy.</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>
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Identify final assessment component and element	In-class test	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>50 %</b>	<b>50 %</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
1. Writing a summary of an original research article: In-class test (1.5 hours)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>	
1. Project proposal (1000 words)	100%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
1. Writing a summary of an original research article: In-class test (1.5 hours)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>	
1. Project Proposal (1000 words)	100%	
<p>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.</p>		