



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Applied Research Project				
Module Code	UINV3S-30-3	Level	3	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	Hartpury	Field	Animal and Land Science		
Department	Animal and Land	Module Type	Project		
Contributes towards	BSc (Hons) Agricultural, Conservation and Sustainable Management (Top-up) BSc (Hons) Animal Management (Top-up) BSc (Hons) Equine Management BSc (Hons) Equine Veterinary Nursing Science (Top-up) BSc (Hons) Physical Education and School Sport BSc (Hons) Sports Studies (Top-up) BSc (Hons) Veterinary Nursing Science (SW) MSci Equine Science MSci Equine Science (SW)				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	Undergraduate Dissertation (UISV3R-45-3)	Module Entry requirements	None		
Valid From	01 September 2015	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. Apply appropriate research techniques to address an area of inquiry from their subject discipline. (A)</li> <li>2. Critically evaluate literature relevant to an area of investigation. (A)</li> <li>3. Select and apply methods of analysis suitable to the subject discipline. (A)</li> <li>4. Evaluate the outcomes of the inquiry drawing upon relevant literature. (A)</li> <li>5. Disseminate the outcomes of the research inquiry effectively. (A)</li> </ol>
Syllabus Outline	The nature of the research project will vary for each student and will be negotiated with the project supervisor.
Contact Hours	Indicative delivery modes: <ul style="list-style-type: none"> <li>• Project supervision</li> </ul> <p align="right">18</p>

	<ul style="list-style-type: none"> <li>• Self directed learning 18</li> <li>• Independent learning 264</li> </ul> <p>TOTAL 300</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><b>Scheduled learning</b> includes lectures and project supervision.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, assignment preparation and completion etc. The nature of the research project 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><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> <table border="1" data-bbox="477 891 1378 1292"> <thead> <tr> <th colspan="5"><b>Key Information Set - Module data</b></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;">30</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>300</td> <td>36</td> <td>264</td> <td>0</td> <td>300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> 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="592 1693 1270 1930"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	<b>Key Information Set - Module data</b>					<i>Number of credits for this module</i>									30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	36	264	0	300	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><b>Essential readings</b></p> <p>Given the variety of methodological approaches, essential reading for the module will be individual to the student. Any essential reading will be indicated through</p>																																			

	<p>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><b>Further readings</b> 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><b>Access and skills</b> 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><b>Books</b></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 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><b>Journals</b></p> <p>Due to the huge variety of likely titles, it is not possible to be specific.</p> <p><b>Websites</b></p> <p>British Educational Research Association (BERA). Ethical guidelines for educational research. URL: <a href="https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2011">https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2011</a></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/>

### Part 3: Assessment

<b>Assessment Strategy</b>	<p>The strategy will provide optional assessment briefs within the framework of a final project report 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 project 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>
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Identify final assessment component and element	Project Report	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>100%</b>	<b>0%</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
1. Project Report (up to 6000 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. Project Report (up to 6000 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>		