

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



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Applied Research Practice				
Module Code	UINV9C-30-7	Level	M	Version	1.0
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	Hartpury	Field	Animal		
Department	Animal	Module Type	Standard		
Contributes towards	Masters in Research PG Certificate in Research Methods				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	V1.0 – 01 September 2020		Valid to	01 September 2022	

CVC Approval Date	27 January 2021
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Identify an original research topic that seeks to investigate a worthy question or problem (A, B) 2. Critically appraise relevant literature, to obtain depth of knowledge of key theories and mastery of concepts associated with an area under investigation (B) 3. Critically evaluate relevant methodologies and justify data analysis appropriate to answer the research question or to judge identified hypotheses for a selected project (A, B) 4. Systematically implement an approved project protocol with integrity and attention to ethical, legal and research governance frameworks and workplace practices (B) 5. Scrutinise and critically analyse data with insight and understanding and specificity to achieve the aims and objectives of a specified research project (B) 6. Communicate concisely and clearly the key findings of an independent research project to a relevant audience (A) 7. Critically reflect on own research practice and its value in the wider context of a

	project area (A, B)																									
Syllabus Outline	<p>The syllabus of this module will reflect the context of the student's area of study and the research paradigms and design most appropriate to achieve their personalised research project. Therefore the syllabus outlined below will be personalised to the Individual's subject area:</p> <ul style="list-style-type: none"> • Research paradigms, design process and methodologies • Role and requirements of a pilot study • Use of technology within research • Ethics and welfare • Advanced data analysis • Developing stakeholder relationships • Dissemination of research outputs: reports, conferences and lay press • Personalised reflective strategies • Evidence-based and evidence-informed practice • Project planning and management 																									
Teaching and Learning Methods	<p>Teaching and learning strategies vary for this module and may include lectures, seminars and tutorial support. Students will be allocated to a tutor aligned to their personalised subject area and / or methodological approach who they will be expected to engage with to support planning, implementation and successful completion of a research project. Students will also be expected to engage in independent learning and extensive further reading to support their achievement. Attendance at relevant research conferences and industry events is encouraged to broaden knowledge and understanding of their individual subject area.</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="475 1308 1385 1697"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> <tr> <td colspan="4"></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>48</td> <td>252</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>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</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>	Key Information Set - Module data					<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	48	252	0	300
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	<table border="1" data-bbox="582 192 1278 432"> <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>70%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>30%</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		70%		Practical exam assessment percentage		30%					100%
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			100%																		
Reading Strategy	<p>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.</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 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.</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>Burns, T. and Sinfield, S. (current edition) Essential study skills. London: SAGE.</p> <p>Cottrell, S. (current edition) The study skills handbook. Basingstoke: Palgrave.</p> <p>Cottrell, S. (current edition) Critical thinking skills. Basingstoke: Palgrave.</p> <p>Denzin, N.K. & Lincoln, Y.S. (current Edition) Handbook of qualitative research. London: Sage Publishing.</p> <p>Marshall, L. and Rowland, F. (current edition) A guide to learning independently. Buckingham: Open University</p> <p>Tarrant, P. (current edition) Reflective practice and professional development. London: SAGE.</p> <p>Tabachnick, N. & Fidell, L. (current edition) Using multivariate statistics. New York, USA: Harper Collins.</p> <p>Thomas, G. (current edition). How to do your case study. London: SAGE.</p> <p>Trinder, T. (current edition) Evidence based practice: a critical approach. London: John Wiley and Sons.</p> <p>Journals</p>																				

	These will be specific to the student's research area.
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Part 3: Assessment

Assessment Strategy	<p>The assessment strategy is designed to allow students to engage with a preliminary pilot research study related to their area of personalised interest. They will be required to have an original research topic approved by their allocated supervisor and then to manage this project through to completion, and produce a professional report outlining their findings and reflect on how these contribute to their own future study, the research field and industry practice, where applicable.</p> <p>Effective dissemination of research is an essential skill for the modern researcher. To support the development of communication skills, students will also design, present and defend a scientific poster summarising their project. This opportunity will develop interpersonal and communication skills supporting future attendance at conferences.</p> <p>Throughout the module, students are encouraged to engage in critical debate of their ideas, project design and execution to gain informal formative feedback from their supervisor, their peers, and any internal or external stakeholders in the project.</p> <p>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	B1	
% weighting between components A and B (Standard modules only)	A:	B:
	30%	70%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Poster presentation and defence (15 minutes)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Research report (4,000 words)	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Poster presentation and defence (15 minutes)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Research report (4,000 words)	100%	
If a student is permitted a retake of the module under the Academic Regulations, the assessment will be that indicated by the Module Specification at the time that retake commences.		