Module Specification

Part 1: Identification

Module Title	Research Methods						
Module Code	HANXPU-15-5		Level	5		Version	1.1
Department	Animal	Credit Rating	15		ECTS Credit Rating	7.5	
Contributes towards	FdSc Sports Studies FdSc Animal Management FdSc Equine Management						
Pre-requisites	None		Module Type	Standard			
Excluded Combinations	None		Module Entry requirements	None			
Last Major Approval Date	V1.0 1st September 2017		Valid from	1st September 2018			
Amendment Approval Date	V1.1 31 August 2018		Revised with effect from	V1.1 01 September 2018			

Part 2: Learning and Teaching

Learning Outcomes	On successful completion of this module students will be able to: 1 Discuss research methodology and its applications (A, B). 2 Examine research literature relevant to your industry using a recognised framework (B). 3 Distinguish and critique research designs/methods and discuss the rationale for their use (A, B). 4 Discuss ethical issues in research in your industry (A). 5 Extract, synthesise and present information gained from primary and secondary sources (B).
Syllabus Outline	1 Accessing and appraising research literature. 2 Understanding research design. 3 Understanding qualitative and quantitative methodologies. 4 Evaluating research and its potential for informing practice. 5 Understanding the importance of developing research questions and devising methods for their investigation. 6 Understanding ethical issues in research. 7 Understanding the analysis of quantitative data. 8 Utilisation of appropriate software to assist in the retrieval of information.
Teaching and Learning Methods	Introductory lectures are supported by seminars, case studies, visits and practical workshops. In addition this module will be supported by interactive forums and learning tools. 150 hours study time of which 54 hours will represent scheduled learning.

| | This module will be taught in semester 2 on one day per week

Scheduled Learning
May include lectures, seminars, tutorials, demonstration, practical classes and workshops; external visits; supervised time in studio/workshop, and self-directed study.

Independent Learning
Includes hours engaged with essential reading, case study preparation, assignment preparation and completion.

Virtual Learning Environment (VLE), or equivalent
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. |
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| Unistats Information | HEFCE require Unistats information to be produced at programme level for all undergraduate programmes of more than one year in length. These are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for. |

Expected learning hours for the module:					
Number of credits for this module				15	
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
150	54	96	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 | Core material will be indicated to the student via pre-course material, module guides and through their accessing a dedicated VLE programme presence.

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 catalogue, 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 |
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	familiar with current research, classic works and material specific to their interests from the academic literature and wider professional sources. ***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	The following list is offered to provide the Curriculum Approval Committee/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. • Bell, J. (Current Edition). *Doing Your Research Project.* Maidenhead: McGraw-Hill/Open University Press. • Cohen, L., Manion, L. and Morrison , K. (Current Edition). *Research Methods in Education.* London: Routledge Falmer. • Germov, J. (Current Edition). *Get Great Marks for Your Essays.* Crows Nest, Australia: Allen and Unwin. • Hucker, K. (Current Edition). *Research Methods in Health, Care & Early Years.* Oxford: Heinemann. • Levin, P. (Current Edition). *Write Great Essays! Reading and Essay Writing for Undergraduates and Taught Postgraduates.* Maidenhead: Open University Press. • McNiff, J. (Current Edition). *Action Research: Principles and Practice. London*: Routledge Falmer. • Soles, D. (Current Edition). *The Academic Essay: How to Plan, Draft, Revise, and Write Essays.* Bishops Lydeard: Studymates. • Stott, R. *et al.* (Current Edition). *Making Your Case: A practical Guide to Essay Writing.* Harlow: Longman/Pearson Education. • Thomas, G. (Current Edition*). A guide for students in education & applied social sciences. How to do your research project.* London: Sage.

Part 3: Assessment	
Assessment Strategy	A range of assessment techniques will be employed to ensure that learners can meet the breadth of learning outcomes presented in this module alongside the ability to demonstrate transferable skills e.g. communication skills. *Examination:* A set of questions will be designed to allow students to apply first principles of their academic study to unseen scenarios. *Pre-read Research paper review:* A paper of note within the field of sports coaching/sports industry or adventurous activity will be negotiated with the cohort of students. It is expected that the critique will contain a broad understanding of research terminology, distinguish between research designs or methods and discuss the rationale for their use and, finally, evaluate the usefulness of the findings relevant to sports/adventurous activity coaching sector using a recognised framework. This critique will utilise a range of material from both primary and secondary sources. Opportunities for formative assessment exist for each of the assessment strategies used. Verbal feedback is given and all students will engage with personalised tutorials setting SMART targets as part of the programme design In line with the Institution'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.

Identify final assessment component and element	Open Book Examination	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**50%**	**50%**

First Sit	

Component A (controlled conditions **Description of each element**	**Element weighting**
1. Open Book Examination (1 hour)	100%
Component B **Description of each element**	**Element weighting**
1. Research Paper Review (1500 words)	100%

Resit (further attendance at taught classes is not required)	

Component A (controlled conditions) **Description of each element**	**Element weighting**
1. Open Book Examination (1 hour)	100%
Component B **Description of each element**	**Element weighting**
1. Research Paper Review (1500 words)	100%

If a student is permitted a retake of the module, the assessment will be that indicated by the Module Specification at the time that retake commences.

Module Amendment Log

Module Title:	Research Methods
Module Code:	HANXPU-15-5
Initial Approval Date:	01 September 2017

Changes: *Most recent at the top of the page*

Current version number: v.1.0	
Outline Change Details: Adopting new naming system for programmes	
Material Alteration: No	
Rationale: To reflect the Hartpury Academic Regulations	
Change requested by: Academic Registrar	
Signature:	**Date**: 01 August 2018
Approval Committee and Date:	Curriculum Validation Committee 2018 08 31
Change approved with effect from:	01 September 2018
Resulting new version number:	v.1.1