# Module Specification

| Part 1: Identification | | | | | | |
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| Module Title | Undergraduate Research Process | | | | | |
| Module Code | HANXU5-15-5 | | Level | 5 | Version | 1.2 |
| Department | Animal | Credit Rating | 15 | ECTS Credit Rating | 7.5 | |
| Contributes towards | BA (Hons) Sports Business Management<br>BSc (Hons) Agriculture, Conservation and Sustainable Management<br>BSc (Hons) Animal Behaviour & Welfare<br>BSc (Hons) Animal Management<br>BSc (Hons) Animal Science<br>BSc (Hons) Applied Animal Science<br>BSc (Hons) Applied Animal Science with Therapy<br>BSc (Hons) Bioveterinary Science<br>BSc (Hons) Equestrian Sports Coaching<br>BSc (Hons) Equestrian Sports Science<br>BSc (Hons) Equine Management<br>BSc (Hons) Equine Science<br>BSc (Hons) Equine Science with Therapy<br>BSc (Hons) Equine Veterinary Nursing Science<br>BSc (Hons) Physical Education and School Sport<br>BSc (Hons) Sport and Exercise Nutrition | | BSc (Hons) Sport Performance<br>BSc (Hons) Sports Coaching<br>BSc (Hons) Sports Therapy<br>BSc (Hons) Strength and Conditioning<br>BSc (Hons) Veterinary Nursing Science (SW)<br>FdA Sports Business Management<br>FdA Agricultural Business Management<br>FdSc Agriculture<br>FdSc Animal Behaviour & Welfare<br>FdSc Animal Science & Management<br>FdSc Conservation and Countryside Management<br>FdSc Equine Performance<br>FdSc Equine Science & Management<br>FdSc Equine Veterinary Nursing Science (SW)<br>FdSc Sport Performance<br>FdSc Sports Coaching<br>FdSc Veterinary Nursing Science (SW)<br>FdSc Wildlife Conservation & Countryside Management<br>MSci Animal Behaviour and Welfare<br>MSci Equine Science<br>MSci Sports Coach Development<br>BSc (Hons) Human-Animal Interaction | | | | |
| 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- 17 January 2018<br>V1.2 – 31 August 2018 | | Revised with effect from | V1.1, V1.2 - 1st September 2018 | | |

| Part 2: Learning and Teaching |
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| Learning Outcomes | On successful completion of this module students will demonstrate:<br><br>1. Knowledge and understanding of the various stages of the research process demonstrating application using an appropriately reasoned research model. (A)<br>2. Knowledge and understanding of sources of literature to inform the research process and be able to critically analyse, synthesise and evaluate published research papers. (A)<br>3. The value of an ethical research methodology and select, justify and apply appropriate techniques of analysis in order to support research aims and objectives within a research project proposal. (A)<br>4. The ability to produce a research proposal containing synthesis and application of the research process which could be used to inform and establish a final dissertation project. (A) |
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| Syllabus Outline | • Forming a research proposal: identification of the research topic, formation of a research question/hypothesis, statement of objectives literature review, research strategy, ethical consideration, data collection methods and timetable.<br>• Sourcing and reviewing literature: conducting a literature search, critiquing literature, recording references, quoting from the literature, references in text, reference list.<br>• A range of qualitative methods, including strengths and weaknesses within appropriate methodological contexts.<br>• A range of quantitative methods including strengths and weaknesses within appropriate methodological contexts.<br>• An overview of types of data, their analysis, interpretation and presentation of results. |
| Teaching and Learning Methods | A variety of learning strategies will be used including lectures, seminars and self-directed learning. Students will also be expected to engage in independent learning throughout the module and time to complete assessment work.<br><br>***Scheduled learning***<br>May include lectures, and practical workshops, tutorials and outside speakers.<br><br>***Independent learning***<br>May include hours engaged with essential reading, case study and/or seminar preparation, assignment preparation and completion etc.<br><br>***Virtual learning environment (VLE) (or equivalent)***<br>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 (or equivalent). |
| 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 | 36 | 114 | 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 | | | | 0% |
| Coursework assessment percentage | | | | 100% |
| Practical exam assessment percentage | | | | 0% |
| | | | | 100% |

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| 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.<br><br>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 familiar with current research, classic works and material specific to their interests from the academic literature and wider professional sources.<br><br>***Access and skills***<br>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.<br>Books:<br><br>Brett Davies M (Current Edition). *Doing a successful research project using qualitative and quantitative methods.* Basingstoke Hampshire: Palgrave Macmillan.<br><br>Clandinnin and Connelly (Current Edition). *Narrative Enquiry, Experience & story in qualitative research.* San Fransisco: Wiley.<br><br>Corrigan R.H. and Farrell M.E. (Current Edition). *Ethics, A University Guide.* Gloucester: Frontiers Publications.<br><br>Denzin and Lincoln (Current Edition). *The handbook of qualitative research.* London: Sage.<br><br>Dytham C (Current Edition). *Choosing and using statistics. A biologist's guide.* Padstow Cornwall: Blackwell Publishing.<br><br>Field, A. (Current Edition). *Discovering Statistics Using IBM SPSS Statistics*. London: Sage.<br><br>Greenfield, T (Current Edition). *Research methods.* London: Arnold.<br><br>Hunt, A. (Current Edition). *Your research project: how to manage it.* Abingdon: Routledge<br><br>Pallant, J (Current Edition). *SPSS survival manual: a step by step guide to data analysis using SPSS for windows.* Maidenhead: Open University Press |

| | Swetnam D and Swetnam R (Current Edition). *Writing your dissertation*. Trowbridge: How to books. |
|---|---|
| | Underwood, A.J (Current Edition). *Experiments in ecology: their logical design and interpretation using analysis of variance.* Cambridge: Cambridge University Press. |
| | Journals: |
| | Any journal which publishes peer reviewed primary research. |
| | Websites and databases: |
| | Web Pages that Perform Statistical Calculations! http://statpages.org/. |
| | Statistics Help For Students http://statistics-help-for-students.com/. |

| Part 3:  Assessment |
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| Assessment Strategy | Students will gain experience in key research proposal elements such as writing aims/objectives, planning methods and considering the ethical implications via a project proposal in a subject of their own choosing. Within attendance monitored sessions as part of the module delivery, students will gain feedback on the design of their proposed study, and within their project proposal must discuss how they have utilised the feedback to inform their final proposed study.

Formative feedback will be provided throughout the module via planned tutorial support sessions as part of the module delivery, focusing on both the assessment and module content; and seminar sessions designed to support students in data analysis.

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. |
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| Identify final assessment component and element | **Project Proposal** | |
|---|---|---|
| | **A:** | **B**: |
| **% weighting between components A and B** (Standard modules only) | 100% | 0 |

| **First Sit** |
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| **Component A** (controlled conditions) **Description of each element** | **Element weighting** |
|---|---|
| 1.   Project Proposal (2000 words) | 100% |

| **Resit (further attendance at taught classes is not required)** |
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| **Component A** (controlled conditions) **Description of each element** | **Element weighting** |
|---|---|
| 1.   Project Proposal (2000 words) | 100% |

# Module Amendment Log

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|---|---|
| **Module Title:** | Undergraduate Research Process |
| **Module Code:** | HANXU5-15-5 |
| **Initial Approval Date:** | 1st September 2017 |

**Changes:**

**Version 1.2**

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|---|---|
| **Current version number:** 1.1 | |
| **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**: *Lucy Dumbell*                                    **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:** | 1.2 |

**Version 1.1**

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| **Rationale:** Contributes toward details updated to include BSc (Hons) Human-Animal Interaction (SW), BSc (Hons) Human-Animal Interaction (Animal Assisted Therapy) (SW), BSc (Hons) Human-Animal Interaction with Psychology (SW).<br>BSc (Hons) Sport and Exercise Science removed from contributes toward details. | |
| **Material Alteration:**   No | |
| **Outline Change Details**:  As above | |
| **Change requested by:** | Jane Williams |
| **CVC approval date:** | 17 January 2018 |
| **Change approved with effect from:** | 01 September 2018 |
| **New version number:** | V1.1 |