Module Specification

Part 1: Identification						
Module Title	Undergraduate Research Process					
Module Code	HANXU5-15-5		Level	5	Version	2.0
Department	Animal	Credit Rating	15	ECTS Credit Rating	7.5	
Contributes towards	BA (Hons) Equine Business Management BA (Hons) International Horseracing Business BA (Hons) Sports Business Management BSc (Hons) Agriculture BSc (Hons) Agriculture (International) BSc (Hons) Agriculture (Livestock) BSc (Hons) Agriculture (Crop) BSc (Hons) Animal Behaviour & Welfare BSc (Hons) Animal Training and Performance BSc (Hons) Animal Science BSc (Hons) Applied Animal Science with Therapy BSc (Hons) Bioveterinary Science BSc (Hons) Equestrian Sports Coaching BSc (Hons) Equestrian Sports Science BSc (Hons) Equine Performance and Rehabilitation BSc (Hons) Equine Science BSc (Hons) Equine Science with Therapy BSc (Hons) Equine Veterinary Nursing BSc (Hons) Human-Animal Interaction BSc (Hons) Human-Animal Interaction (Animal Assisted Therapy) BSc (Hons) Human-Animal Interaction with Psychology		BSc (Hons) Physical Education and School Sport BSc (Hons) Racehorse Performance and Rehabilitation BSc (Hons) Sport and Exercise Nutrition BSc (Hons) Sports Coaching BSc (Hons) Strength and Conditioning BSc (Hons) Veterinary Nursing BSc (Hons) Veterinary Nursing Science BSc (Hons) Zoology FdSc Animal Behaviour & Welfare FdSc Animal Science & Management FdSc Equine Performance FdSc Equine Science & Management FdSc Equine Veterinary Nursing Science FdSc Sport Performance and Coaching FdSc Veterinary Nursing Science MSci Animal Behaviour and Welfare MSci Equine Science MSci Sports Coach Development MSci Sports Therapy (Equestrian)				
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 V1.2 – 31 August 2018 V1.3 – 21 May 2019 V1.4 – 09 July 2019 V1.5 - 30 April 2020 V2.0 – 24 June 2020		Revised with effect from	V1.1, V1.2 – 01 September 2018 V1.3 – 01 September 2019 V1.5 – 01 September 2020 V2.0 – 24 June 2020		
Part 2: Learning and Teaching						
Learning Outcomes	On successful completion of this module students will demonstrate: 1. Knowledge and understanding of the various stages of the research process demonstrating application using an appropriately reasoned research model. (A, B) 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)					

	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, B) 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 research project. (A)
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. • Sourcing and reviewing literature: conducting a literature search, critiquing literature, recording references, quoting from the literature, references in text, reference list. • A range of qualitative methods, including strengths and weaknesses within appropriate methodological contexts. • A range of quantitative methods including strengths and weaknesses within appropriate methodological contexts. • 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. ***Scheduled learning*** May include lectures, and practical workshops, tutorials and outside speakers. ***Independent learning*** May include hours engaged with essential reading, case study and/or seminar preparation, assignment preparation and completion etc. ***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 (or equivalent).
Unistats Information	The Office for Students (OfS) 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	Percentage
Written examination	0%
Coursework	100%
Practical examination	0%
Total	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 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 validators / 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. Brett Davies M (current edition). *Doing a successful research project using qualitative and quantitative methods.* Basingstoke: Palgrave Macmillan. Clandinnin and Connelly (current edition). *Narrative enquiry, experience and story in qualitative research.* San Francisco, CA, USA: Wiley. Corrigan R.H. and Farrell M.E. (current edition). *Ethics, a university guide.* Gloucester: Frontiers Publications. Denzin and Lincoln (current edition). *The handbook of qualitative research.* London: Sage. Dytham C (current edition). *Choosing and using statistics. a biologist's guide.* Padstow: Blackwell Publishing. Field, A. (current edition). *Discovering statistics using IBM SPSS Statistics.* London: Sage. Greenfield, T (current edition). *Research methods.* London: Arnold. Hunt, A. (current edition). *Your research project: how to manage it.* Abingdon: Routledge 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. Websites: Statistics Help for Students http://statistics-help-for-students.com/. Web Pages that Perform Statistical Calculations! http://statpages.org/.

Part 3: Assessment	
Assessment Strategy	Students will gain experience in key aspects of the research cycle through the assessment strategy of ongoing assessment. Elements of the research process will be assessed using a variety of methods and throughout the module. This will provide reinforcement of key concepts before progressing on to use these experiences and skills when designing a research project. Within scheduled sessions, students will gain formative feedback on their progress, through exercises and discussion about the different topics and assessments. 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	**A1**	
	A:	**B**:
% weighting between components A and B (Standard modules only)	60%	40%

First Sit	

Component A **Description of each element**	**Element weighting**
1. Project Proposal (1,000 words)	100%

Component B **Description of each element**	**Element weighting**
1. In-class test (30 minutes)	30%
2. In-class test (30 minutes)	35%
3. Written report (500 words)	35%

Resit (further attendance at taught classes is not required)	

Component A **Description of each element**	**Element weighting**
1. Project Proposal (1,000 words)	100%

Component B **Description of each element**	**Element weighting**
1. Portfolio (equivalent to 1,500 words)	100%

Module Amendment Log

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

Changes:

Current version number:1.5
Outline Change Details: Part3: Resit assessment changed from one component to two components to mirror the sit: element A, the proposal and element B, a portfolio. 'Controlled conditions' removed.
Material Alteration: No
Rationale: There are two components in the sit component and therefore there should be two components in the resit so as to not disadvantage students.
Module description for Course Information Sheets: This module introduces students to research methods and data analysis, helping to prepare them for the research project (dissertation) in their third year.

Change requested by: Kate Wilkinson
 	
  N/A   I can confirm that all programme managers have been consulted and support this change
  N/A   I can confirm that student representatives have been consulted about this change
  N/A   I have retained evidence of this consultation which has been placed in the Module File

Signature: Kate Wilkinson   **Date**: 22/06/2020
Name of Head of Department: Ben Brilot (Associate Head of Department) on behalf of Rob Graham ☐ I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department **Signature**:   pp   **Date**: 22.06.20
Approval Committee and Date:	CSP 24 June 2020
Change approved with effect from:	24 June 2020
Resulting new version number:	2.0

Current version number: 1.4
Outline Change Details: New programme added to 'Contributes towards' BSc (Hons) Equine Performance and Rehabilitation Parts 2 and 3 updated in line with current module template.
Material Alteration: No
Rationale: updated in line with new programme.
Module description for Course Information Sheets:

Change requested by: Lucy Dumbell
  N/A   I can confirm that all programme managers have been consulted and support this change
  N/A   I can confirm that student representatives have been consulted about this change

N/A   I have retained evidence of this consultation which has been placed in the Module File

Signature: *Lucy Dumbell*   **Date**: 25/11/2019

Name of Head of Department:
I confirm that this change does not require additional resources beyond the scope of those already present
or planned for by the department

Signature: **Date** 10/12/19

Approval Committee and Date:	CVC 30 April 2020
Change approved with effect from:	1 September 2020
Resulting new version number:	1.5

Current version number: 1.3

Outline Change Details:
New programme added to 'Contributes towards'
BSc (Hons) Animal Training and Performance

BSc (Hons) Sports Therapy removed from 'contributes towards' to reflect updated programme structure.

Material Alteration: No

Rationale: The development of the new BSc (Hons) Animal Training and Performance programme led to the contributes towards being updated and reviewed to ensure they are accurate.

Change requested by: Lucy Dumbell
I can confirm that all programme managers have been consulted and support this change
I can confirm that student representatives have been consulted about this change
I have retained evidence of this consultation which has been placed in the Module File

Lucy Dumbell

Signature: **Date**: 24/06/2019

Name of Head of Department:
☐ I confirm that this change does not require additional resources beyond the scope of those already present
or planned for by the department

Signature: *Jane Williams*   **Date**:25/06/2019

Approval Committee and Date:	CVC 2019 07 09
Change approved with effect from:	1 September 2020
Resulting new version number:	1.4

Current version number: 1.2

Outline Change Details:
Part 1:
Update 'Contributes towards' to include BSc (Hons) Agriculture, Zoology and MSci Sports Therapy (Equestrian) and removal of all level 6 entry honours degrees (ACSM, AM, EM, EVNS) and removal of programmes that are no longer running (FdSc Ag, ABM, CCM and WCCM) and removal of Sports Business Management programmes as they have removed this module from their programme.
Part 2:
Amend Learning Outcome 4 to change the word 'dissertation' to 'research'

Part 3:
Amend assessment from one point Project Proposal (2000 words) to add a second component with small assessments. Revise the assessment strategy to reflect this amendment. Amend resit to enable all facets of the module to be assessed.

Material Alteration: No

Rationale:
Programmes have been amended, and as such the 'Contributes towards' requires updating to remain accurate. The amendment to LO4 is to reflect that not all students may study a dissertation in the future, so using the more general term 'research' is thought to be more appropriate. Rather than assess all learning outcomes in one assessment, we wish to reinforce learning and increase engagement by scaffolding the students through a scheme of work with multiple, small assessments of each bite of the syllabus. Whilst these could be re-categorised for Unistats, as they are small ongoing assessments the descriptor of coursework was felt to apply to them still.

Module description for Course Information Sheets:
This module introduces students to the process of academic research, methods of research and analysis, helping to prepare them for reading research literature and conducting research projects in the future.

Change requested by: Kate Mori and Lucy Dumbell
x   I can confirm that all programme managers have been consulted and support this change x   I can confirm that student representatives have been consulted about this change x   I have retained evidence of this consultation which has been placed in the Module File **Signature**: _Lucy Dumbell_   **Date**: 1-2-2019

Name of Head of Department: Jane Williams
I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department **Signature**:   _Jane Williams_   **Date**: 1-2-2019

Approval Committee and Date:	CVC 2019 05 21
Change approved with effect from:	1 September 2019
Resulting new version number:	1.3

Version 1.2

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

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). 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