

Module specification

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Module Code	VEN604
Module Title	Research Skills and Professional Development
Level	6
Credit value	20
Faculty	SLS
HECoS Code	100532
Cost Code	GAAN
Pre-requisite module	NA

Programmes in which module to be offered

Programme title	Core/Optional
BSc Hons Top Up Veterinary Nursing	Core

Breakdown of module hours

Learning and teaching hours	24 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	hrs
Project supervision (level 6 projects and dissertation modules only)	0
Total active learning and teaching hours	24hrs
Placement / work based learning	0 hrs
Guided independent study	176 hrs
Module duration (total hours)	200 hrs

Module aims

To critically evaluate research design as applicable to Veterinary Nursing.

To select and justify appropriate methods for data collection and analysis.

To critically reflect on personal development over the duration of the programme of study, and to link scholarship and practice through reflection on specific professional development activities

Module Learning Outcomes - at the end of this module, students will be able to:

1	Critically review relevant literature to present a research proposal that forms an appropriate and ethically sound basis for a research project.
2	Critically evaluate methods of data collection and analysis to address the research proposal and justify choice.
3	Critically reflect on personal and professional development throughout the programme, and identify opportunities for ongoing engagement with personal and professional development.

Assessment

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1:

Viva voce. Students will undertake a 20 minute professional research discussion based on their research proposal. They will be required to explain their project rationale, and justify methods of data collection and analysis chosen.

Assessment 2:

Students will critically appraise their personal and professional development throughout the duration of their programme via a portfolio of evidence. The portfolio will reflect on their progression in relation to: intellectual skills; practical skills; numeracy skills; communication skills; information and communication technology (ICT) skills; self-management and professional development.

It will also include two reflective reports on professional development undertaken outside of their programme of study, but clearly linked to it. These will be generated from negotiated activities / events that may include: attainment of practical competences / awards / qualifications; attendance at a research conference; attendance at a lecture series or development of work-related skills and competencies. (2,000 words)

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1,2	Oral Assessment	20 minutes	50	N/A
2	3	Portfolio	2,000 words	50	N/A

Derogations

N/A

Learning and Teaching Strategies

Lead lectures introduce the major concepts relating to all aspects of the curricula with small group tutorials used to explore key topics further.

For the research aspect to the module, lectures and workshops will be held to cover methods of data collection, data handling and analysis. Guidance through completion of the Ethics Application process will be provided together with opportunities to discuss and debate ethical issues in relation to students' area of research. Statistics sessions will be held synchronously making use of Excel and SPSS. Use of self-directed statistical worksheets will be used to reinforce the formal lecture sessions.

Personal and professional development will be explored through lectures, individual tutorials, seminars and guided study. Lectures may include topics such as critical appraisal, reflective practice; and workshops will provide students with opportunity to explore career ideas and professional development opportunities. Students will undertake the professional development activities in their own time. They will be encouraged to provide suggestions for suitable professional development activities appropriate to Veterinary Nursing. Small group tutorials will be used, however, to stimulate ideas.

Welsh Elements

Learning resources will be available in a bilingual format as required, and students may choose to complete their assessment in Welsh or English, or a combination of both languages. Tutorial and research supervisor support may also be provided in Welsh if requested.

To support their research journey and professional development students will be guided to Welsh resources where appropriate such as up to date advice provided by the British Small Animal Veterinary Association (BSAVA) <https://www.bsava.com/about-us/> the British Veterinary Association's manifesto for Wales 2021-2016 <https://www.bva.co.uk/take-action/lobbying-activity/> and Codes of Practice published for Wales by the Welsh Assembly Government <https://www.gov.wales/animal-welfare-establishments-code-best-practice>

Indicative Syllabus Outline

- The research process.
- Evaluating the significance of published research.
- Devising research questions, aims, hypotheses.
- Research designs and data collection using methods such as: quantitative measures, behavioural observations, questionnaires, interviews and focus groups.
- Ethical considerations.
- Management of risk.
- Statistics and experimental design: probability theory, properties of normal distribution and presenting data.
- Measures of variation
- Inferential statistics
- Tests of association

- Testing the difference between two or more groups of data
- Use of data analysis packages e.g. SPSS, Excel.
- Qualitative methods and approaches to qualitative data analysis.
- Reflective theory – frameworks to aid evaluation
- Use of practice to inform personal / professional development
- Writing a research proposal.
- Portfolio building
- CV writing
- Critiquing of events and activities
- Transferable skills: practical, numerical, communication, ICT, self-management skills.

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Cottrell, S. (2024), The Study Skills Handbook. 6th ed. London: Bloomsbury Academic.

Ennos, R. (2018), Statistical and Data Handling Skills in Biology. 4th ed. Upper Saddle River, NJ: Pearson.

Other indicative reading

Denzin, N. K. et al. (eds.) (2024), The SAGE Handbook of Qualitative Research. Sixth edition. Thousand Oaks, California: SAGE Publications, Inc

Bateson, M. (2021), Measuring Behaviour: An Introductory Guide. 4th ed. Cambridge: Cambridge University Press.

Reference will be made to contemporary research articles from journals such as:

Veterinary Nursing Journal

The Veterinary Nurse

The Veterinary Journal

Frontiers in Veterinary Science

Administrative Information

For office use only	
Initial approval date	08/05/25
With effect from date	01/09/25
Date and details of revision	
Version number	1

