

Module specification

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Module Code	NAD601
Module Title	Research Project
Level	6
Credit value	40
Faculty	FSLS
HECoS Code	100744
Cost Code	GALT

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BSc (Hons) Nutrition & Dietetics	Core

Pre-requisites

N/A

Breakdown of module hours

Learning and teaching hours	10 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	160 hrs
Project supervision (level 6 projects and dissertation modules only)	16 hrs
Total active learning and teaching hours	186 hrs
Placement / work based learning	0 hrs
Guided independent study	214 hrs
Module duration (total hours)	400 hrs

For office use only	
Initial approval date	31/08/2022
With effect from date	September 2024

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Date and details of revision	29/04/2024 – updated module title, breakdown of module hours and LO2 for implementation from Sept 2024.
Version number	2

Module aims

To enable the student to engage in primary research (empirical or non-empirical) in a topic relevant to the dietetics profession. Students will develop key research skills, including in methodological design, data analysis and critical review. A wider aim is to foster in students an interest in research in order that they continue participating in research as a qualified professional.

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

1	Apply an investigative and methodologically sound approach to conduct independent research on a relevant selected topic, utilising qualitative or quantitative techniques as appropriate
2	Evaluate and, critically analyse information or data and draw valid conclusions using evidence from a wide range of sources
3	Communicate information and ideas effectively and coherently, offering reasoned arguments based upon critical analysis of, synthesis of, and reflection upon sources used
4	Appraise the project's strengths, limitations, and clinical implications including contribution to future research in nutrition and dietetics

Assessment

Indicative Assessment Tasks:

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.

Students will conduct a research project on a selected area, using methods covered in the module. Research projects will require prior approval from module lead prior to commencing the project, and will require relevant ethical approval (either internal or external - as required) prior to data collection. 5000 words

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1 - 4	Dissertation/Project	100

Derogations

Students will be required to achieve a pass mark of 40%.



Learning and Teaching Strategies

A blended learning approach will be used during the delivery of this module combining online educational materials and face-to-face sessions. The use of the University's Virtual Learning Environment (VLE) – Moodle – allows students control over the time, place, and pace of their study. Students have a responsibility to manage and engage with the online pre- and post-session learning resources to allow them to fully comprehend the subject matter.

On campus face-to-face sessions will allow students to strengthen their learning through further discussions and tutor-led problem-based tasks and other activities. There will be designated group and individual tutorials to support students with their project.

Indicative Syllabus Outline

The module offers students the opportunity to engage in an extensive independent study with supervision from an academic staff member. Students will have the opportunity to consider varied research types and possibilities, including engaging in a clinically-orientated project in collaboration with our practice partners.

Guidance will also be given on all relevant procedures that need to be carried out before any data is collected, (including ethical approval and risk assessment).

Research ethics – all aspects relating to clinical undergraduate projects (e.g. regulations regarding information and information storage; recruitment, researcher bias)

Exploring the use of clinical records to inform service management and improvement, evaluation of interventions, research and public health and by service users. This will include a look at the contribution of the service user to the research process.

The teaching aspects will build on material covered at level 5, including how to write a literature review; grading of evidence and guidelines, and how to present data and organise work, how to analyse data.

Students will meet regularly with their supervisor, who will provide advice and support on all aspects of the project.

Indicative Bibliography:

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

Essential Reads

Creswell, J. W., and Creswell, J. D. (2018), *Research design: Qualitative, quantitative, and mixed methods approaches*. 5th ed. Sage.

Other indicative reading

Aveyard, H. (2010). *Doing a literature review in health and social care: A practical guide*. Open University Press.

Booth, W. C., Colomb, G. G. & Williams, J. M. (2008). *The craft of research*, Chicago: University of Chicago Press.

Dytham, C. (2011). *Choosing and using statistics: a biologist's guide*, (3rd ed.) Oxford: Blackwell.



Holmes, D., Moody, P., Dine, D., & Trueman (2017). *Research methods in the biosciences*. (3rd ed.) Oxford: Oxford University Press.

Johnson, A. P. (2016). *Academic writing: process and product*. Lanham: Rowman and Littlefield.

Jones, A., Reed, R. & Weyers, J. (2016). *Practical Skills in Biology*, (6th ed.) Harlow: Pearson.

Lester, J. D. & Lester, J. D. (2015). *Writing research papers: A complete guide*, (15th ed.) Harlow: Pearson Education.

Pallant, J. (2016). *SPSS survival manual : a step by step guide to data analysis using SPSS*. Maidenhead: McGraw-Hill Education.

Silverman, D. (2016). *Qualitative Research*, (4th ed.) Los Angeles: SAGE.