

MODULE SPECIFICATION PROFORMA

<b>Module Title:</b>	Research Project	<b>Level</b>	6	<b>Credit Value:</b>	40
----------------------	------------------	--------------	---	----------------------	----

<b>Module code:</b>	SPT603	<b>Is this a new module?</b>	No	<b>Code of module being replaced:</b>	None
---------------------	--------	------------------------------	----	---------------------------------------	------

<b>Cost Centre(s):</b>	GAAN	<b>JACS3 code:</b>	X210
------------------------	------	--------------------	------

<b>With effect from:</b>	September 19
--------------------------	--------------

<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Tamsin Young
----------------	------------------------	-----------------------	--------------

Scheduled learning and teaching hours	40 hrs
Guided independent study	360 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	400 hrs

<b>Programme(s) in which to be offered</b>	Core	Option
BSc (Hons) Equine Science and Welfare Management	✓	<input type="checkbox"/>
BSc (Hons) Animal Science	✓	<input type="checkbox"/>
BSc (Hons) Wildlife & Plant Biology	✓	<input type="checkbox"/>
BSc (Hons) Animal Studies	✓	<input type="checkbox"/>

<b>Pre-requisites</b>
None

Office use only

Initial approval: June 17

APSC approval of modification: *Enter date of approval* Version: 1

**Module Aims**

To develop the ability to critically evaluate research.  
To enable a research-based study of a specialised area related to the student's named degree.

**Intended Learning Outcomes**

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

		Key Skills	
1	Critically review the literature pertinent to the chosen area of research.	KS1	KS5
		KS3	KS6
		KS4	
2	Critically evaluate relevant research design and justify a suitable method for data collection and analysis. Analyse and interpret data collected, critically discussing findings in relation to the existing knowledge.	KS1	KS5
		KS3	KS6
		KS4	KS10
3	Present research in a format appropriate to the discipline.	KS1	KS10
		KS4	

Transferable skills and other attributes

Time management; independent learning skills; accept responsibility for own independent learning; communicate effectively and appropriately; retrieve and use information from a variety of sources.

**Derogations**

None

**Indicative Assessment:**

**Assessment 1. Literature Review.**

Literature relevant to the dissertation topic will be critically reviewed and presented in the form of a written literature review. The choice of review topic must be relevant to their degree programme.

**Assessment 2. Dissertation.**

The dissertation will be submitted in the form of a journal article of approximately 4,500 words in length (excluding appendices and references). The journal article will be written up in the style of submissions made to 'Applied Animal Behaviour Science'. It will focus on a suitable research issue, critically review relevant literature, utilise appropriate research methods, analyse data and discuss outcomes. The project will be supported by an abstract.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2	Literature Review	25		2,000
2	1,2,3	Dissertation	75		4,500

**Learning and Teaching Strategies:**

Students will be provided with lectures (e.g. writing up the Research Project and analysing data) and seminars aimed to support them through the research process. In addition to the learning and teaching hours, students will be allocated a research supervisor who may not be the module leader. They will be expected to seek support from their research supervisor outside of the learning and teaching hours. Support will be provided on an individual basis.

During the first semester in particular, this module will be taught closely with the Applied Research Skills and Professional Development module. The actual research proposal and ethics form for the Research Project will be assessed as part of the coursework for the Applied Research Skills and Professional Development module. Ethical clearance status must be achieved prior to the commencement of the Research Project. If students make changes to their proposals prior to starting the Research Project, they must go through the ethics clearance process again.

Students are expected to meet with their research supervisors regularly, and are expected to lead the research process, i.e. they will independently arrive at a suitable theme, be able to justify this choice of topic, specify research questions and/or hypotheses, collect data using an appropriate data collection method, conduct data analysis, and then report on the findings in a format that is consistent with quantitative or qualitative research practices. The supervisor's role is to facilitate the research process and offer students guidance and advice on all aspects of their research project. Throughout this process, the student is expected to demonstrate initiative and independence. This involves preparing thoroughly for supervisory meetings so that students are able to discuss their progress and ideas with their supervisor and respond to questions regarding their decisions and choices.

**Exemplar research projects include:**

An investigation into the stress responses of horses ridden by riding for the disabled clients and riders without particular needs

Behavioural and physiological reactions of horses to solarium use

Riding the Grand National: jockeys' perceptions of the 2012 changes to fences.

**Syllabus outline:**

Support seminars could include:

- Managing your research project
- Guidelines for the treatment of animals in behavioural research
- Refining the proposal
- Operationalising qualitative methods
- Operationalising quantitative methods
- Analysis of qualitative data
- Analysis of quantitative data
- Writing up the research project
- Presentation of the research project

**Bibliography:**

**Essential reading**

Bell, J. (1999). *Doing Your Research Project*. Milton Keynes: Open University Press.

Cohen, L., and Mannion, L. (1994). *Research Methods in Education*. London: Routledge.

Kumar, R. (2005). *Research methodology: A step-by-step guide for beginners*. (2<sup>nd</sup> ed.) London: Sage.

**Other indicative reading**

Dytham, C. (1999). *Choosing and Using Statistics*. Oxford: Blackwell.

Ennos, R. (2007) *Statistical and data handling skills in biology*. 2<sup>nd</sup> Edition. Essex: Pearson Education Limited.

Martin, P. and Bateson, P. (1986). *Measuring Behaviour: An introductory Guide*. Cambridge: Cambridge University Press.

Miles, M.B., and Huberman M. A. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*. California: Sage.

Pallant, J. (2010). *SPSS Survival Manual*. 4<sup>th</sup> Edition. Maidenhead: Open University Press.

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

- Applied Animal Behaviour Science
- Animal Welfare  
Equine Veterinary Journal