1. **Title of the module**

ANTB5330 (SE533) Independent Research Project

1. **Division which will be responsible for management of the module**

Division of Human and Social Sciences

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn and Spring

1. **Prerequisite and co-requisite modules**

ANTB559 Quantitative Research Methods or equivalent

1. **The course(s) of study to which the module contributes**

BSc Anthropology, BSc Biological Anthropology, (until the completion of all current students), BSc Human Biology and Behaviour (and cognate year abroad / professional practice programmes)

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 design and conduct a study into one or more aspects of anthropology, human biology, or behaviour (*sensu lato*).

8.2 interpret research findings and relate them to other research that is published in the relevant literature.

8.3 handle data and use appropriate statistical tests.

8.4 communicate effectively to a variety of audiences and/or using a variety of methods

8.5 appreciate both the reliability and limitations of scientific research.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 think critically about complex topics.

9.2 produce scholarly written work at an advanced level, with clarity and correct referencing of sources.

9.3 demonstrate advanced reading skills and skills of analysis, synthesis, and presentation.

9.4 manage their time to facilitate study and learning.

9.5 organise information in a clear way.

1. **A synopsis of the curriculum**

Students will be expected to conduct independent research into some aspect of anthropology, human biology, or behaviour and present their research findings in the form of a 12,000-word (maximum 13,200, minimum 9,000) dissertation, and an oral presentation. They will be assigned a supervisor who work with them, one-on-one, over the course of the module, and who will guide them on their choice of topic, data collection and analysis, and research strategy. Students will also have to submit a project participation file which documents their research process. For the project they can collect and analyse their own, original data, analyse previously collected or published data in an original manner, or combine the two approaches. The research must include collecting/analysing quantitative data, and can include other methods of data collection and analysis where appropriate.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Dunbar, R. (2006). The Trouble With Science. Harvard University Press.

Ford, E.D. (2000). Scientific Method for Ecological Research. Cambridge University Press.

Lasker, G.L. & Mascie-Taylor, C.G.N. (2005). Research Strategies in Human Biology. Cambridge University Press.

Day, R.A & Gastel, B. (2011). How to Write and Publish a Scientific Paper (7th ed). Greenwood Press.

Pechenik, J.A. & Lamb, B.C. (1996). How To Write About Biology. Prentice Hall.

Bell, J. Doing Your Research Project: A Guide for First Time Researchers in Education, Health and Social Science (Most Recent Edition). Open University Press.

Bernard, H.R. (2005). Research Methods in Anthropology. AltaMira Press.

Brace, N et al. SPSS for Psychologists (Most Recent Edition). London: Palgrave Macmillan

Dancey, C.P, and Reidy, J. (2011). Statistics Without Maths for Psychology. London: Prentice Hall.

Field, A. Discovering Statistics using IBM SPSS Statistics (Most Recent Edition). London: Sage

Fowler, J, Cohen, L and Jarvis, P. (1998). Practical Statistics for Field Biology. John Wiley & Sons.

Madrigal, L. (2012) Statistics for Anthropology. Cambridge University Press.

Pallant, J. SPSS Survival Manual (Most Recent Edition). Open University Press

Rowntree, D. (2000). Statistics Without Tears. Penguin

Sokal R, and Rohlf, F.J. (1995). Biometry (3rd ed.). Freeman and Co.

1. **Learning and teaching methods**

Total contact hours: 15

Private study hours: 285

Total study hours: 300

1. **Assessment methods**
   1. Main assessment methods

Dissertation (Min. 9,000 - Max 13,200 words) (double-marked) (70%)

Project Participation File (no word limit) (10%)

Presentation (double-marked) (20%)

13.2 Reassessment methods

Like for Like

Students must repeat the module in attendance if they fail and have not engaged with the supervision or data collection process. A summer re-sit will not be possible if the data collection and analysis process has not been satisfactorily completed.

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Seminars | **x** |  | **x** |  | **x** | **x** |  |  | **x** | **x** |
| Supervision | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| Independent study/ Preparation | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Dissertation | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Project Participation File | **x** |  |  | **x** |  | **x** | **x** | **x** | **x** | **x** |
| Presentation | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  | **x** |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Students will be encouraged to pursue cross-cultural research where appropriate and be encouraged to take up research opportunities abroad.

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts CLOs (Q6&7 cover sheet) |
| 21.07.21 | Minor | Sept 21 | 13.2,14 | No |
|  |  |  |  |  |