



## MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Undergraduate Independent Study				
Module Code	UINV3M-15-3	Level	3	Version	1.2
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Hartpury	Field	Animal and Land Science		
Department	Animal and Land	Module Type	Project		
Contributes towards	BSc (Hons) Agriculture, Conservation and Sustainable Management (Top-up) BSc (Hons) Agriculture (Top-up) BSc (Hons) Animal Behaviour and Welfare BSc (Hons) Animal Management (Top-up) BSc (Hons) Applied Animal Science BSc (Hons) Applied Animal Science (SW) BSc (Hons) Bioveterinary Science BSc (Hons) Conservation (Top-up) BSc (Hons) Equine Management (Top-up) BSc (Hons) Equine Science BSc (Hons) Equine Science (SW) BSc (Hons) Equine Science with Therapy BSc (Hons) Equine Science with Therapy (SW) BSc (Hons) Equestrian Sports Science BSc (Hons) Equine Veterinary Nursing Science (Top-up) BSc (Hons) Veterinary Nursing Science (SW)				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	01 September 2016 V1.2 01 September 2017		Valid to	01 September 2021	

<b>CAC Approval Date</b>	15 December 2014 V1.2 28 March 2017
--------------------------	--

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: <ol style="list-style-type: none"> <li>1. Critically review contemporary literature relating to their programme of study. (A)</li> <li>2. Apply academic knowledge in order to demonstrate an understanding of the</li> </ol>

	<p>complex and potentially contradictory nature of inter-relationships between topics. (A)</p> <p>3. Follow a systematic, critical and analytical route of enquiry to devise and sustain an argument supported by valid evidence. (A)</p>																									
Syllabus Outline	The specific content of the module will be negotiated between the student and a member of academic staff and the module will develop into a student-led literature investigation with tutorial support.																									
Contact Hours	<p>Indicative delivery modes:</p> <table border="0"> <tr> <td>• Lectures, guided learning, seminars etc.</td> <td>6</td> </tr> <tr> <td>• Self-directed learning</td> <td>12</td> </tr> <tr> <td>• Independent learning</td> <td>132</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>150</b></td> </tr> </table>	• Lectures, guided learning, seminars etc.	6	• Self-directed learning	12	• Independent learning	132	<b>TOTAL</b>	<b>150</b>																	
• Lectures, guided learning, seminars etc.	6																									
• Self-directed learning	12																									
• Independent learning	132																									
<b>TOTAL</b>	<b>150</b>																									
Teaching and Learning Methods	<p>During this module students will be introduced to the assessment, learning and teaching methods employed and will be allocated an individual project supervisor to guide them towards completion of their chosen inquiry.</p> <p><b>Scheduled learning</b> includes lectures, tutorials and project supervision.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.</p> <p><b>Virtual Learning Environment (VLE)</b> This module is supported by VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within VLE.</p>																									
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="480 1249 1377 1603"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td>15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>150</td> <td>18</td> <td>132</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>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:</p>	Key Information Set - Module data					<i>Number of credits for this module</i>									15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	18	132	0	150
Key Information Set - Module data																										
<i>Number of credits for this module</i>																										
				15																						
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours																						
150	18	132	0	150																						

	<table border="1"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>100%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td></td> <td></td> <td>100%</td> <td></td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage		0%		Coursework assessment percentage		100%		Practical exam assessment percentage		0%				100%	
Total assessment of the module:																					
Written exam assessment percentage		0%																			
Coursework assessment percentage		100%																			
Practical exam assessment percentage		0%																			
		100%																			
Reading Strategy	<p><b>Essential Reading</b> It is essential that students read one of the many texts on research methods available through the Library. Module guides will also reflect the range of reading to be carried out.</p> <p><b>Further Reading</b> Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely.</p> <p><b>Access and Skills</b> The development of literature searching skills is supported by the Library seminar within the induction period and by the Graduate Development Programme at level three. These level three skills will build upon skills gained by the student whilst studying at levels one and two. Additional support is available through VLE This includes interactive tutorials on search skills and on the use of specific electronic library resources. Sign up workshops are also offered by the Library.</p>																				
Indicative Reading List	<p>The following list is offered to provide validation panels/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.</p> <p>Books</p> <p>Fairbairn, G.J. and Winch, C. (Current Edition) <i>Reading, Writing &amp; Reasoning: A Guide for Students</i>. Buckingham: Oxford University Press.</p> <p>Lindsay, D.A. (Current Edition) <i>Guide to Scientific Writing</i>. Melbourne: Longman.</p> <p>Machi, L. and McEvoy, B. (Current Edition) <i>The Literature Review</i>. London: Sage Ltd.</p> <p>Marshall, L. and Rowland, S. (Current Edition) <i>A Guide to Learning Independently</i>. Buckingham: Oxford University Press.</p> <p>Matthews, J.R. and Matthews, R.W. (Current Edition) <i>Successful Scientific Writing</i>. Cambridge: Cambridge University Press.</p> <p>Journals</p> <p>Due to the variety of likely titles, it is not possible to identify individual journals.</p>																				

### Part 3: Assessment

Assessment Strategy	<p>The literature review (2500 words) will ensure that students can demonstrate a comprehensive understanding of the chosen topic and analyse the issues relating to that topic.</p> <p>Formative feedback will be gained through constructive discussion with their project supervisor.</p> <p>Feedback can be gained from seminar sessions, on assessment feedback sheets, through the VLE and in tutorials.</p> <p>In line with the College's commitment to facilitating equal opportunities, 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.</p>
---------------------	--

Identify final assessment component and element	Component A – Literature Review	
<b>% weighting between components A and B</b> (Standard modules only)	<b>A:</b>	<b>B:</b>
	100%	0%
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
Literature Review (2500 words)	100%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
Literature Review (2500 words)	100%	
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>		