



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Postgraduate Dissertation				
Module Code	UINVL5-60-M	Level	M	Version	2
Owning Faculty	Hartpury	Field	Animal & Land Science		
Contributes towards	MSc Coaching Science MSc Equine Science MSc Veterinary Physiotherapy Postgraduate Diploma Animal Behaviour and Welfare Postgraduate Diploma Equestrian Performance MA Sport Management MA Sport Management (Equine) MA Sport Management (Golf)				
UWE Credit Rating	60	ECTS Credit Rating	30	Module Type	Project
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	01 September 2014		Valid to	01 September 2020	

<b>CAP Approval Date</b>	27 March 2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1 Evaluate main research paradigms, and demonstrate an in depth understanding of the research process (A).</li> <li>2 Relate a review of available literature to critical discussion of their own investigations (A).</li> <li>3 Design a research proposal to apply appropriate methods to address a research question (A).</li> <li>4 Select and apply a range of suitable research techniques (A).</li> <li>5 Present and communicate in written form in a professional and academically rigorous manner (A).</li> <li>6 Manage time towards both short and long term goals (A).</li> <li>7 Utilise electronic information sources effectively as learning aids (A).</li> <li>8 Analyse research data appropriately and present it in an appropriate form (A).</li> </ol>

Syllabus Outline	<p>1 Students will develop a research project in their area of interest. While the research thesis is largely undertaken by the student working alone, regular contact with their supervisors is essential for the successful completion of this module. The project will be developed and agreed after an assessment of the student interests and the feasibility of the project. Each project will be allocated a supervisory team. Each student project will be individual but this does not preclude students from working in project teams, in which case individual aspects of the projects will be clearly identified.</p> <p>2 All students will complete and submit a written research proposal detailing their proposed title, rationale and methodology. In addition, a risk assessment and ethical approval forms must also be completed. The proposal, risk assessment form and ethical approval form must be approved and signed by the supervisors before data collection commences. If there are any ethical considerations then ethical approval will be sought from the Faculty Ethics Sub-Committee and data collection cannot begin until the project has been approved by the Ethics Sub-Committee.</p>						
Contact Hours	<p>Indicative delivery modes:</p> <table data-bbox="395 728 981 824"> <tr> <td>Supervision</td> <td>20</td> </tr> <tr> <td>Independent study</td> <td>580</td> </tr> <tr> <td><b>TOTAL HOURS</b></td> <td><b>600</b></td> </tr> </table>	Supervision	20	Independent study	580	<b>TOTAL HOURS</b>	<b>600</b>
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Teaching and Learning Methods	<p>The module is student led and focussed. Learning is through in-depth research practice, critical reviewing of key scientific literature and reference materials. Students will submit a research proposal for scrutiny, and will have the opportunity to present it to peers and academics to receive constructive and supportive comments. They will then work with a supervisory team to develop and complete their project, presenting their progress during the module to receive wider constructive feedback from peers and academics.</p> <p>Students will attend tutorials and group sessions (minimum 20 hours); however the majority of the module will involve independent learning. It is expected that students will spend a minimum of 580 hours on independent learning as this is an essential component of such a research focussed postgraduate module. Students will not be able to complete the module successfully without undertaking the required amount of independent learning. This independent learning will include a combination of individual, pair and group work. Conferencing technologies (including videoconferencing, Skype) will be used in conjunction with the virtual learning environment (VLE), email and phone calls to keep in touch with students between teaching blocks.</p> <p><b>Scheduled Learning</b> Includes lectures, seminars and tutorials.</p> <p><b>Independent Learning</b> Includes hours engaged with research, analysis, essential reading, 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) (or equivalent)</b> This module is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the 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> <p><b>Key Information Set – Module Data</b></p> <p>Number of credits for this module <span style="float: right; border: 1px solid black; padding: 2px;">60</span></p> <table border="1" data-bbox="395 472 1449 660"> <thead> <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> </thead> <tbody> <tr> <td style="text-align: center;">600</td> <td style="text-align: center;">20</td> <td style="text-align: center;">580</td> <td style="text-align: center;">0</td> <td style="text-align: center;">600</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes:</p> <ol style="list-style-type: none"> <li>1 <i>Written Exam</i>: Unseen written exam, open book written exam, In-class test.</li> <li>2 <i>Coursework</i>: Written assignment or essay, report, dissertation, portfolio, project.</li> <li>3 <i>Practical Exam</i>: Oral Assessment and/or presentation, practical skills assessment, practical exam.</li> </ol> <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> <p>Total assessment of the module:</p> <table border="1" data-bbox="395 1120 1066 1258"> <tbody> <tr> <td>Written exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">80%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">20%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	600	20	580	0	600	Written exam assessment percentage	0%	Coursework assessment percentage	80%	Practical exam assessment percentage	20%		100%
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Reading Strategy	<p><b>Essential Reading</b> Core material will be indicated to the student via pre-course material, module guides and through their accessing a dedicated VLE programme presence. No requirement for the purchase of set text(s) will be made and students will have full access to library services, online applications, and inter-library loans.</p> <p><b>Further Reading</b> Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature and wider professional sources.</p> <p><b>Access and Skills</b> The development of literature searching skills is supported by a library seminar held during Induction. Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to ensure they are sourcing high quality references so that can maintain academic integrity and avoid plagiarism. Additional support is available through the library services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing.</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, including the module guide.</p> <ul style="list-style-type: none"> <li>• Deane, M. (Current Edition) <i>Academic research, writing and referencing</i>. Harlow, UK: Longman.</li> <li>• Hofmann, H. (Current Edition) <i>Scientific Writing and Communication: papers, proposals, and presentations</i>. Oxford, UK: Oxford University Press.</li> <li>• Lindsay, D.A. (Current Edition) <i>Guide to Scientific Writing</i>. Melbourne, Australia: Longman.</li> <li>• Matthews, J.R. and Matthews, R.W. (Current Edition) <i>Successful Scientific Writing</i>. Cambridge, UK: Cambridge University Press.</li> <li>• Potter, S. ed. (Current Edition) <i>Doing Postgraduate Research</i>. London, UK: Sage.</li> <li>• Howell, D.A. (Current Edition) <i>Fundamental Statistics for the Behavioural Sciences</i>. Belmont, CA: Thomson Brooks/Cole.</li> </ul>
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<b>Part 3: Assessment</b>		
Assessment Strategy	<p>The dissertation is the final product of the students' own research and study. It is also an indicator of the student's abilities to research and study and Masters degree level. Therefore, the emphasis of the assessment must be on the final submitted dissertation. The oral presentation will encourage the student to explore their progress with their research project, identify and refine their timetable and activities leading up to their submission and gain feedback and support from the module team and their peers. The oral examination will allow the students' to reflect on the results, and process, of completing a research project of personal and academic value which is a valuable skill for progressing with research.</p> <p>Feedback can be gained from this module in the module delivery, on feedback sheets, on the VLE, in tutorials and in revision sessions.</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	Oral Examination.	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	100%	0%
<b>First Sit</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b>	
1      Dissertation (12000 words)	80%	
2      Oral Examination (20 minutes)	15%	
3      Oral Presentation (15 minutes)	5%	
<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b>	
1      Dissertation (12000 words)	80%	
2      Oral Examination (20 minutes)	20%	
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.		