MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Extended Postgraduate Dissertation					
Module Code	UINVL6-120-M		Level	M	Version	1.3
Owning Faculty	Hartpury		Field	Animal & Land Science		
Contributes towards	MRes Animal Behaviour and Welfare MRes Anthrozoology MRes Equestrian Performance					
UWE Credit Rating	120	ECTS Credit Rating	60	Module Type	Project	
Pre-requisites	None		Co-requisites	The Research Process (UINXKT-15-M)		
Excluded Combinations	None		Module Entry requirements	None		
Valid From	01 September 2016 V1.3- 01 September 2017		Valid to	01 September 2020		

CAC Approval Date	29 May 2014 V1.3- 27 April 2017

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1 Initiate and conduct extended research, identifying and critiquing a wide range of resources appropriate to the chosen area of study (A). 2 Pursue research independently, including identifying problems and developing proposals for new areas of investigation (A). 3 Design innovative and valid methodologies for data and information gathering applicable to advanced scholarship (A). 4 Analyse research data appropriately and present it in an appropriate form (A). 5 Organise research activity into manageable stages and complete within a specified timescale (A). 6 Communicate complex ideas fluently and persuasively in a professional and academically rigorous manner (A). 7 Engage in oral communication with an audience of academics in a time constrained environment (A). 8 Demonstrate the ability to create, identify and evaluate options, and implement and review decisions (A).
Syllabus Outline	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. They will be allocated two project supervisors. The project will be developed and agreed after an assessment of the student interests and the feasibility of the project by the student and the supervisors. 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. 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 and approved by the lead supervisor before data collection commences. If there are any ethical considerations then ethical approval will need to be sought from the Faculty Ethics Sub-Committee. Data collection cannot begin until the project has been approved by either the project supervisors or the Ethics Sub-Committee.
Teaching and Learning Methods	The module is student led and focussed but there will be a combination of scheduled learning (via a programme of group sessions and individual tutorials with the allocated project supervisors) and independent learning. Students will be encouraged to share information, comment upon each other's work and reflect upon their learning both individually and through discussion. Teaching staff will play an active role in instigating topics for discussion and commenting on work being presented. Learning is through in-depth research practice, critical reviewing of key scientific literature and reference materials. Students will submit a research proposal for scrutiny. They will then work with a supervisory team (40 hours of contact) to develop and complete their project. It is expected that students will spend a minimum of 1160 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 lone study and 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.

Scheduled Learning
Includes lectures, seminars and tutorials.

Independent Learning
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.

Virtual Learning Environment (VLE) (or equivalent)
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. |
| Key Information Sets Information | 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.

<u>Key Information Set - Module data</u>

Number of credits for this module   120

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
1200	40	1160	0	1200

The table below indicates as a percentage the total assessment of the module which constitutes a:

1	*Written Exam:* Unseen written exam, open book written exam, In-class test.
2	*Coursework:* Written assignment or essay, report, dissertation, portfolio, project.
3	*Practical Exam:* Oral Assessment and/or presentation, practical skills assessment, practical exam.

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: |

	Total assessment of the module:	
	Written exam assessment percentage	0%
	Coursework assessment percentage	90%
	Practical exam assessment percentage	10%
		100%

Reading Strategy	***Essential Reading*** 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. ***Further Reading*** 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. ***Access and Skills*** 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.
Indicative Reading List	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. • Bailey, S. (Current Edition). *Academic Writing. A Handbook for International Students*. London, UK: Routledge. • Deane, M. (Current Edition) *Academic Research, Writing and Referencing*. Harlow, UK: Longman. • Hofmann, H. (Current Edition) *Scientific Writing and Communication: Papers, Proposals, and Presentations.* Oxford, UK: Oxford University Press. • Lindsay, D.A. (Current Edition) *Scientific Writing = Thinking in Words.* Melbourne, Australia: Longman. • Matthews, J.R. and Matthews, R.W. (Current Edition). *Successful Scientific Writing*. Cambridge, UK: Cambridge University Press. • Potter, S. ed. (Current Edition) *Doing Postgraduate Research*. London, UK: Sage.

Part 3: Assessment

Assessment Strategy	The assessment for this module is via a literature review, a research article, and a video abstract and defence. The literature review will allow students to provide a thorough and critical review of their field of study. The research article is the final product of the student's own research and will be written in the style of an appropriate journal. The choice of journal will be advised and approved by the lead project supervisor. The research article is also an indicator of the student's abilities to study at Masters degree level and produce a professional research output. The video abstract (after submission of the research article) will facilitate students in the development of new skills in media production and the wider dissemination of their research. The defence post the video abstract allows the students to reflect on the process of completing the research project, explore the theory and findings of the thesis and clarify any points of ambiguity.
	Feedback can be gained from this module in the module delivery, on feedback sheets, on the VLE, in tutorials and in revision sessions.
	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.

Identify final assessment component and element	Video abstract and defence		
% weighting between components A and B (Standard modules only)		**A:**	**B**:
		100%	0%

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting**
1 Literature Review (3000 words)	30%
2 Research Article (5000-8000 words)	60%
3 Video abstract and defence (30 minutes)	10%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) **Description of each element**	**Element weighting**
1 Literature Review (3000 words)	30%
2 Research Article (5000-8000 words)	60%
3 Video abstract and defence (30 minutes)	10%

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.