University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic data						
Module title	Fundamental Skills for the Equine Scientist					
Module code	UIEXNL-30-1		Level	1	Version	1.1
Owning faculty	Hartpury		Field	Equine		
Contributes towards	BSc (Hons) Equine Science BSc (Hons) Equine Science (SW) MSci Equine Science MSci Equine Science (SW)					
UWE credit rating	30	ECTS credit rating	15	Module type	Standard	
Pre-requisites	None		Co-requisites	None		
Excluded combinations	None		Module entry requirements	None		
Valid from	01 September 2015		Valid to	01 September 2019		

CAP approval date	03 February 2015

Part 2: Learning and teaching	
Learning outcomes	On successful completion of this module the student in the context of an equine scientist will be able to: 1 Apply and interpret a range of descriptive statistics which are commonly used in data analysis (B). 2 Describe key protocols required for safe practice within an equine laboratory (B). 3 Understand the difference between summative and formative assessment and appreciate the value of a range of feedback forms. 4 Be able to competently handle a horse within a safe environment (B). 5 Demonstrate effective verbal communication as required for seminar participation and oral presentations (A). 6 Be able to effectively reflect on their individual learning and experiences of their first year in higher education (B).
Syllabus outline	This module is designed to facilitate the adaptation of learners to the Higher Education environment through the development of a more independent, reflective and self-managed approach to study, learning and time management. The skill areas will include: 1 Academic writing styles and requirements. 2 Information research and appropriate use of reference materials. 3 Reflective and analytical thinking.

	4 Time management and organisation. 5 Oral presentation skills. 6 Revision strategies and examination techniques. 7 Laboratory skills including measurement techniques, microscope use and safe practice skills. 8 Horse handling techniques including haltering, leading and tying up. 9 Introduction and practical application to the use of equipment within research. 10 Introduction to a range of descriptive statistics which are commonly used in data analysis. 11 Appraise the quality of available resources for a subject area and demonstrate the ability to synthesise appropriate information within academic work.
Contact hours	Indicative delivery modes: Lectures, guided learning, seminars etc 66 Self directed study 6 Independent learning 228 **TOTAL** **300**
Teaching and learning methods	This module will be delivered over both academic semesters in small seminar groups in order to facilitate effective discussion and student driven sessions. Regular formative assessments are embedded within the module to support student progression through utilisation and implementation of feedback. ***Scheduled learning*** A variety of learning strategies will be used which may include lectures, tutorials, demonstrations, seminars, laboratory and yard practicals, guest speakers, visits, self-directed learning, videos and DVDs, and e-learning. ***Independent learning*** Includes hours engaged with essential reading, directed reading of papers, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make. ***Virtual learning environment (VLE) (or equivalent)*** This specification 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. 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. <u>Key information set - module data</u> *Number of credits for this module* 30

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	228	0	300

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 75% Practical exam assessment percentage 25% 100%
Reading strategy	Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, etc. This guidance will be available in the module handbook. Further reading is advisable for this module, and students will be encouraged to explore at least one of the titles held in the library on this topic. A current list of such titles will be given in the module handbook and revised annually. ***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 will be supplied with indicative reading lists for the module and for the individual lecture sessions to support them in their independent study. 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 up to date literature and classic works from the academic literature and wider professional sources. ***Access and skills*** Formal opportunities for students to develop their library and information skills are provided within the induction period and student skills sessions. Additional support is available through online resources. This includes interactive tutorials on finding books and journals, evaluation information and referencing. Sign up workshops are also offered.
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. • Burns, T. & Sinfield, S. (Current edition) *Essential Study Skills: the complete guide to success at university.* London; SAGE • Cottrell, S. (Current edition) *The Study Skills Handbook.* Basingstoke: Palgrave • Cottrell, S. (Current edition) *Critical Thinking Skills* Basingstoke: Palgrave • Greetham, B. (Current edition) *How to Write Better Essays.* Basingstoke: Palgrave

	• Hawkins, D. (Current edition) *Biomeasurement.* Oxford: Oxford University Press • Johnson, S. (Current edition) *Study and communication skills for the biosciences.* Oxford: Oxford University Press • Levine, S. & Johnstone, L. (Current edition) *The Ultimate Guide to Your Microscope.* New York: Sterling Publishing Company • Lintern, M. (Current edition) *Laboratory skills for science and medicine: An introduction.* Oxford: Radcliffe Publishing • Rumsey, D.J. (Current edition) *Statistics for Dummies.* West Sussex: Wiley. • Marshall, L. & Rowland, F. (Current edition) *A Guide to Learning* Independently Buckingham: Open University • Neville, C. (Current edition) *How to improve your assignment results* Buckingham: Open University • Northedge, A. (Current edition) *The Good Study Guide* Milton Keynes: Open University • Ridley, D. (Current edition) *The literature review: a step-by-step guide for students* London: SAGE Websites: • British Veterinary Association www.bva.co.uk • Legislation www.legislation.gov.uk/ukpga • Department for Food & Rural Affairs www.defra.gov.uk • World Organisation for Animal Health www.oie.int • International Veterinary Information Service www.ivis.org • UWE iSkillsZone www.iskillzone.uwe.ac.uk • UWE mySkills www.uwe.ac.uk/myskills • Palgrave Macmillan Skills 4 Study www.palgrave.com • Mangrum-Strichart Learning Resources: How to Study www.how-to-study.com The above sources give an indication of the area of study involved. Although students may be directed to some specific titles, they will also be encouraged to identify other relevant material for themselves.

Part 3: Assessment	
Assessment Strategy	The oral presentation (Component A) will ensure that students can demonstrate clear and effective communication skills through either an PowerPoint presentation or a poster defence, depending on the assessment brief. The module will be formally assessed via a Graduate Skills Portfolio consisting of eight individual briefing notes (Component B) which is aimed at increasing student engagement throughout the module by the building upon their portfolio through the briefing notes and practical sessions. The Graduate Skills Portfolio will include a range of different assessment strategies including but not limited to; practical tests, small project work, laboratory reports, written assessments and statistics worksheets. Feedback will be provided throughout the course of the module. This will include verbal feedback within taught sessions, on formative and summative assessments and on mock presentations and laboratory reports. Written feedback will also be provided on the oral presentation, and on the Graduate Skills Portfolio. 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 VLE.
Identify final assessment component and element	Graduate skills portfolio.

% weighting between components A and B (Standard modules only)	**A:**	**B:**
	25%	75%
First sit		
Component A (controlled conditions) **Description of each element**	**Element weighting**	
1 Oral presentation (15 minutes)	100%	
Component B **Description of each element**	**Element weighting**	
1 Graduate skills portfolio (equivalent to 3000 words)	100%	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) **Description of each element**	**Element weighting**	
1 Oral presentation (15 minutes)	100%	
Component B **Description of each element**	**Element weighting**	
1 Graduate skills portfolio (equivalent to 3000 words)	100%	
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.		