

**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

| Part 1: Basic Data    |  |                    |                           |                         |         |     |
|-----------------------|--|--------------------|---------------------------|-------------------------|---------|-----|
| Module Title          | Postgraduate Independent Project   |                    |                           |                         |         |     |
| Module Code           | UINV5D -30-M   |                    | Level                     | M                       | Version | 1.1 |
| UWE Credit Rating     | 30   | ECTS Credit Rating | 15                        | WBL module?             | No      |     |
| Owning Faculty        | Hartpury   |                    | Field                     | Animal and Land Science |         |     |
| Department            | Animal and Land  |                    | Module Type               | Project                 |         |     |
| Contributes towards   | MSci Animal Behaviour and Welfare<br>MSci Equine Science<br>MSci Equine Science (SW) |                    |                           |                         |         |     |
| Pre-requisites        | None   |                    | Co- requisites            | None                    |         |     |
| Excluded Combinations | None   |                    | Module Entry requirements | None                    |         |     |
| Valid From            | 01 September 2016  |                    | Valid to                  | 01 September 2021       |         |     |

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| <b>CAP Approval Date</b> | 03 February 2015 |
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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. Demonstrate a critical understanding of techniques applicable to their own area of research. (A)</li> <li>2. Apply originality in the demonstration of knowledge, together with the ability to critically explain how established techniques of research and enquiry are used to create and interpret knowledge in their chosen discipline. (A)</li> <li>3. Critically evaluate the success of applied methodologies in addressing research questions. (A)</li> <li>4. Deal with complex issues both systematically and creatively, making sound judgements in the absence of complete data, and communicating their conclusions effectively to specialist and non-specialist audiences. (A)</li> </ol> |
| Syllabus Outline              | <p>This module provides the opportunity for students to build up knowledge in a particular subject area relevant to the programme of study on which the student is registered. The specific content of the module will be negotiated with a member of academic staff of the Associate Faculty and will vary as a function of the identified area of practice for exploration. The member of academic staff must be confident that the student possesses the required level of underpinning knowledge before they agree to the</p>  |

|  | <p>topic.</p> <ul style="list-style-type: none"><li>Alternative structures of research projects within a chosen discipline. Students will embark on identification of a suitable methodology to enable effective data collection.</li><li>Formulation of results and the discussion of their significance: Data must be analysed and the findings discussed and conclusions drawn, including the discussion of strengths and weaknesses of the chosen project design.</li><li>Communication of research findings to non-specialist audiences: Students will be supported in producing a statement of the applications of their research findings to a non-specialist audience.</li></ul>   |  |                       |                          |    |                        |     |       |     |  |  |                                   |  |  |  |    |  |  |  |  |  |                       |   |                         |                       |                 |     |    |     |   |     |  |  |  |  |  |
|--|--|--|-----------------------|--------------------------|----|------------------------|-----|-------|-----|--|--|-----------------------------------|--|--|--|----|--|--|--|--|--|-----------------------|---|-------------------------|-----------------------|-----------------|-----|----|-----|---|-----|--|--|--|--|--|
| Contact Hours                              | <p>Indicative delivery modes:</p> <table><tr><td>• Lectures, guided learning, seminars etc.</td><td>24</td></tr><tr><td>• Self directed learning</td><td>40</td></tr><tr><td>• Independent learning</td><td>236</td></tr><tr><td>TOTAL</td><td>300</td></tr></table>   | • Lectures, guided learning, seminars etc. | 24                    | • Self directed learning | 40 | • Independent learning | 236 | TOTAL | 300 |  |  |                                   |  |  |  |    |  |  |  |  |  |                       |   |                         |                       |                 |     |    |     |   |     |  |  |  |  |  |
| • Lectures, guided learning, seminars etc. | 24   |  |                       |                          |    |                        |     |       |     |  |  |                                   |  |  |  |    |  |  |  |  |  |                       |   |                         |                       |                 |     |    |     |   |     |  |  |  |  |  |
| • Self directed learning                   | 40   |  |                       |                          |    |                        |     |       |     |  |  |                                   |  |  |  |    |  |  |  |  |  |                       |   |                         |                       |                 |     |    |     |   |     |  |  |  |  |  |
| • Independent learning                     | 236  |  |                       |                          |    |                        |     |       |     |  |  |                                   |  |  |  |    |  |  |  |  |  |                       |   |                         |                       |                 |     |    |     |   |     |  |  |  |  |  |
| TOTAL                                      | 300  |  |                       |                          |    |                        |     |       |     |  |  |                                   |  |  |  |    |  |  |  |  |  |                       |   |                         |                       |                 |     |    |     |   |     |  |  |  |  |  |
| Teaching and Learning Methods              | <p>As a postgraduate project module a student will be invited to group workshops and seminars to ensure that they understand the requirements of the module and successful research project design and conduct. Although at the start of the module these may be consecutive it is anticipated that there will be sessions at regular intervals throughout the module as well. In addition to this self directed learning will be used extensively with exercises set to support students in meeting the minimum requirements for this project. Students will also be allocated a project supervisor to support them during the conduct of the project, and in preparing the write up. This project supervision will come with an allocation of approximately 12 hours from the overall scheduled learning. All project students will be encouraged to complete a student-supervisor learning agreement to facilitate them reflecting on their personal study skills.</p> <p><b>Scheduled learning</b> includes lectures, seminars, 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 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.</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><tr><th colspan="5">Key Information Set - Module data</th></tr><tr><td colspan="5"></td></tr><tr><td colspan="4">Number of credits for this module</td><td>30</td></tr><tr><td colspan="5"></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>300</td><td>64</td><td>236</td><td>0</td><td>300</td></tr><tr><td colspan="5"></td></tr></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<br/><b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project</p>  | Key Information Set - Module data          |                       |                          |    |                        |     |       |     |  |  | 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 | 64 | 236 | 0 | 300 |  |  |  |  |  |
| Key Information Set - Module data          |  |  |                       |                          |    |                        |     |       |     |  |  |                                   |  |  |  |    |  |  |  |  |  |                       |   |                         |                       |                 |     |    |     |   |     |  |  |  |  |  |
|  |  |  |                       |                          |    |                        |     |       |     |  |  |                                   |  |  |  |    |  |  |  |  |  |                       |   |                         |                       |                 |     |    |     |   |     |  |  |  |  |  |
| 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  | 64   | 236  | 0                     | 300                      |    |                        |     |       |     |  |  |                                   |  |  |  |    |  |  |  |  |  |                       |   |                         |                       |                 |     |    |     |   |     |  |  |  |  |  |
|  |  |  |                       |                          |    |                        |     |       |     |  |  |                                   |  |  |  |    |  |  |  |  |  |                       |   |                         |                       |                 |     |    |     |   |     |  |  |  |  |  |

|                                      |   |                                 |      |  |  |  |  |  |  |                                    |  |    |  |                                  |  |      |  |                                      |  |    |  |  |  |  |      |
|--------------------------------------|---|---------------------------------|------|--|--|--|--|--|--|------------------------------------|--|----|--|----------------------------------|--|------|--|--------------------------------------|--|----|--|--|--|--|------|
|                                      | <p><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> <table><tr><td colspan="2">Total assessment of the module:</td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td colspan="2">Written exam assessment percentage</td><td colspan="2">0%</td></tr><tr><td colspan="2">Coursework assessment percentage</td><td colspan="2">100%</td></tr><tr><td colspan="2">Practical exam assessment percentage</td><td colspan="2">0%</td></tr><tr><td></td><td></td><td></td><td>100%</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 readings</b></p> <p>Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out.</p> <p><b>Further readings</b></p> <p>Further reading will be required to supplement the set text and other printed readings. 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 search, 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 their academic literature.</p> <p><b>Access and skills</b></p> <p>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.</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> <p>Fairbairn, G.J. and Winch, C. (Current Edition) Reading, Writing &amp; Reasoning: a Guide for Students. Buckingham, UK: Oxford University Press.</p> <p>Lindsay, D.A. (Current Edition) Guide to Scientific Writing. Melbourne, Australia: Longman.</p> <p>Machi, L. and McEvoy, B. (Current Edition) The Literature Review. London, UK: Sage Ltd.</p> <p>Marshall, L. and Rowland, S. (Current Edition) A Guide to Learning Independently. Buckingham, UK: Oxford University Press.</p> <p>Matthews, J.R. and Matthews, R.W. (Current Edition) Successful Scientific Writing. Cambridge, UK: Cambridge University Press.</p> <p>Journals</p> <p>Whilst it is not possible to specify explicit titles, depending on the nature of the project, access to a large number of current titles is maintained including:</p> <p>Applied Animal Behaviour Science</p>  |                                 |      |  |  |  |  |  |  |                                    |  |    |  |                                  |  |      |  |                                      |  |    |  |  |  |  |      |

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|  | <p>Comparative Exercise Physiology</p> <p>Equine Veterinary Journal</p> <p>Veterinary Record</p> <p>Websites</p> <p>DEFRA: <a href="https://www.gov.uk/government/organisations/department-for-environment-food-rural-affairs">https://www.gov.uk/government/organisations/department-for-environment-food-rural-affairs</a></p> <p>International Equestrian Federation: <a href="http://www.fei.org/">http://www.fei.org/</a></p> |
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| Part 3: Assessment  |  |
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| Assessment Strategy | <p>This module requires a student to conduct a research project under supervision. The project proposal will require the student to outline the methodology and methods to be used as well as complete an ethical application form that will be scrutinised under the overview of the Hartpury College Ethics Committee. By making this proposal carry a summative weighting it encourages student engagement so that they do not underestimate the importance of this step. For the resit the proposal will also be required, as a project without a sound design is unlikely to succeed and gaining ethical approval is an essential part of any research.</p> <p>The project will be written up in the style of a research article suitable for publication in an academic publication format negotiated with the supervisor. The article will require a student to complete a section communicating the key outcomes to a non-specialist audience. More guidance on this will be provided throughout the module.</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                    | Project                                  |          |
|--|--|----------|
| % weighting between components A and B (Standard modules only)     | A:<br>100%                               | B:<br>0% |
| <b>First Sit</b>   |  |          |
| Component A (controlled conditions)<br>Description of each element | Element weighting<br>(as % of component) |          |
| 1. Project proposal (equivalent to 500 words)                      | 10%                                      |          |
| 2. Project (equivalent to up to 5,500 words)                       | 90%                                      |          |

| Resit (further attendance at taught classes is not required)   |  |
|--|--|
| Component A (controlled conditions)<br>Description of each element   | Element weighting<br>(as % of component) |
| 1. Project proposal (equivalent to 500 words)  | 10%                                      |
| 2. Project (equivalent to up to 5,500 words)   | 90%                                      |
| 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. |  |

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