

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION


Part 1: Basic Data					
Module Title	Investigating Equestrian Research				
Module Code	UIEV6Y-15-M		Level	M	Version 1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Hartpury		Field	Equine Science	
Department	Equine		Module Type	Standard	
Contributes towards	MRes Equestrian Performance MSc Equine Science MSci Equine Science MSci Equine Science (SW) PG Dip Equine Science PG Cert Equine Science PG Cert Equine Behaviour and Welfare				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	01 September 2016		Valid to	01 September 2022	

CAP Approval Date	07 July 2016
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Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: <ol style="list-style-type: none"> 1. Critically analyse and debate recent advances in equine scientific research (A). 2. Evaluate and critique the relevance of recent developments in equine science and their application to the equine industry(A). 3. Critique current methodologies within equine research and evaluate their potential application to future studies (A).
Syllabus Outline	Given the nature of this module, in that it deals with current issues and developments, it is difficult to specify topics as these are likely to differ on an annual basis. Due to their absence within the remainder of the PG equine curriculum, exposure to research presentations on the following would be targeted annually:

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	<ul style="list-style-type: none"> • Developments in breeding management and techniques • Equine nutrition and feeding <p>The remainder of subject areas to be covered could fall under the following categories:</p> <ul style="list-style-type: none"> • Equine athletic function and performance • Equine veterinary medicine and surgery • Rider performance • Equine behaviour • Equine diseases and disorders 								
Contact Hours	<p>Indicative delivery modes:</p> <table> <tr> <td>• Lectures, guided learning, seminars etc.</td><td>33</td></tr> <tr> <td>• Self-directed learning</td><td>12</td></tr> <tr> <td>• Independent learning</td><td>105</td></tr> <tr> <td>TOTAL</td><td>150</td></tr> </table>	• Lectures, guided learning, seminars etc.	33	• Self-directed learning	12	• Independent learning	105	TOTAL	150
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• Self-directed learning	12								
• Independent learning	105								
TOTAL	150								
Teaching and Learning Methods	<p>A variety of learning strategies will be used including scheduled learning, where students will receive theoretical underpinning knowledge and also learn how to appraise current and real life research scenarios to assess and evaluate their impact on the industry.</p> <p>It is expected that for every hour a student spends within a delivered session (lecture, seminar, practical), students will spend twice this amount of time on independent learning. Independent learning is an essential component of degree level study and 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.</p> <p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p>Independent learning 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. Scheduled sessions may vary slightly depending on the module choices you make.</p> <p>Virtual learning environment (VLE): 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>								

	Key Information Set - Module data																												
	Number of credits for this module					15																							
	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours																								
	150	45	105	0	150																								
<p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: 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 colspan="2"></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">0%</td></tr><tr><td colspan="2">Practical exam assessment percentage</td><td colspan="2">100%</td></tr><tr><td colspan="2"></td><td colspan="2">100%</td></tr></table>						Total assessment of the module:								Written exam assessment percentage		0%		Coursework assessment percentage		0%		Practical exam assessment percentage		100%				100%	
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Reading Strategy	<p>Essential readings</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.</p> <p>Further readings</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>Access and skills</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>As this module is aimed at any topic area that may be of current interest within the equine industry, the following indicative reading list only provides examples of resources that might be of interest. Depending on the subjects discussed a wider reading list may be required and some examples may be provided by guest lecturers.</p>																												

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	<p>Journals</p> <p>Comparative Exercise Physiology Equine Veterinary Education Equine Veterinary Journal The Veterinary Journal Animal Behaviour Journal of Sports Sciences Veterinary Record Journal of Equine Veterinary Science Animal Reproduction Science Livestock Science Molecular Immunology Veterinary Clinics of North America: Equine Practice</p> <p>Websites</p> <p>National Research Council of The National Academies http://nrc88.nas.edu/nrh/ British Equine Veterinary Association http://www.beva.org.uk/ Department for Food & Rural Affairs http://www.gov.uk/defra International Veterinary Information Service www.ivis.org</p>
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Part 3: Assessment	
Assessment Strategy	<p>The seminar presentation (30 minutes) will require the students to present information pertaining to an area within the industry that they have been exposed to throughout the course of the module and for which a gap in the research/ knowledge has been identified. Students will be expected to investigate and evaluate this in line with research and methodologies presented within the module delivery. Within this, students will have to critique the research based around their chosen research area, consider it in a wider context in light of both the industry and the research community and propose a methodology by which the gap in the research might be addressed.</p> <p>Formative feedback can be gained from this module in the module delivery, on feedback sheets, on virtual learning environment (VLE), in tutorials and during revision support. Summative feedback can be gained upon assessment feedback forms.</p> <p>The assessment is designed to encourage the concept of Education for Sustainable Development (ESD) whereby students will be required to think critically about proposed scenarios and produce methodical, evidence based enquiries within an industry based context.</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	Seminar Presentation	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	0%
First Sit		

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Component A (controlled conditions) Description of each element	Element weighting
1. Seminar presentation (30 minutes)	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting
1. Oral presentation (30 minutes)	100%
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.	