CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Investigating Equestrian Research					
Module Code	UIEV6Y-15-M		Level	M	Version	2.0
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 V2.0 01 September 2020		Valid to	01 September 2022		

CAP Approval Date	V2.0- 27 January 2021 07 July 2016

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 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: • Developments in breeding management and techniques • Equine nutrition and feeding The remainder of subject areas to be covered could fall under the following categories: • Equine athletic function and performance • Equine veterinary medicine and surgery • Rider performance • Equine behaviour • Equine diseases and disorders
Teaching and Learning Methods	This module will be delivered through two scheduled seminar days. These will consist of guest speakers discussing research within their field of expertise, which may include detail around the research journey and current research. These scheduled learning sessions will provide students with theoretical underpinning knowledge and challenge them to appraise current and real-life research scenarios to assess and evaluate the research impact on the industry. In addition to these seminar days, students will also be expected to engage with additional research seminars, organised by the relevant research arenas at Hartpury University. Engagement with additional conferences such as the annual Hartpury Alltech Student Conference will be strongly encouraged and integrated accordingly as part of the delivery of this module. This will be further supported through the VLE module page. Students are expected to undertake independent learning outside of the scheduled hours. It is envisioned that this will include further research around topic areas covered during the seminar days, and topics covered during research seminars and attended conferences.
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. **Key Information Set - Module data** *Number of credits for this module* 15 Hours to be allocated: 150 | Scheduled learning and teaching study hours: 24 | Independent study hours: 126 | Placement study hours: 0 | Allocated Hours: 150 The table below indicates as a percentage the total assessment of the module which constitutes a - **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 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 100% Practical exam assessment percentage 0% 100%
Reading Strategy	**Essential readings** 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. **Further readings** 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. **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	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. Journals Animal Behaviour Animal Reproduction Science Comparative Exercise Physiology Equine Veterinary Education Equine Veterinary Journal Journal of Equine Veterinary Science Journal of Sports Sciences Livestock Science Molecular Immunology Veterinary Clinics of North America: Equine Practice The Veterinary Journal Veterinary Record Websites 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 National Research Council of The National Academies http://nrc88.nas.edu/nrh/

Part 3: Assessment	
Assessment Strategy	The written assignment will take the form of a grant application. It will require the students to write a funding application for a specified awarding body 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 by the student. 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. 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. 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. 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	**A1**	
% weighting between components A and B (Standard modules only)	**A:** **100%**	**B**: **0%**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1. Written Assignment	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1. Written Assignment	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.	