** Module Specification**

*Guidance is given in the template below in red. Please write the specification for your module over the guidance notes.*

*The version number is a sequential decimal material alteration.minor sequence (1.1, 1.2, 2.1, 2.2 etc) for different/ concurrent module specifications.*

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| **Part 1: Basic Data** |
| Module Title |  |
| Module Code | *Available from Curriculum Records Manager*  | Level | *3/4/5/6/7**National levels* | Version |  |
| Credit Rating |  | ECTS Credit Rating |  | Includes WBL? | *Yes / No\** |
| Teaching Institution | Hartpury | Department | Agriculture/ Animal/ Equine / Sport / Veterinary Nursing | Module Type | Standard / Project / Professional Practice / Masters Dissertation |
| Contributes towards  | *List all the programmes that the module contributes towards. There may be one or more.* |
| PSRB involved | None*If PSRB then name* | Module Entry requirements | None*If offered for direct entry (e.g. as CPD) then detail* |
| Pre-requisites | None*Insert if essential* | Excluded Combinations | None*Insert if essential* |
| Most recent Validation Date | *Date of full major approval (This date will be linked to review date)* | Due for re-validation by: | *The date by which this module must be re-validated or closed.*  |
| Amendment Approval Date | *Approval date of current version* | Approved with effect from | *The earliest date students could be enrolled on this module version.* |

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| **Part 2: Learning and Teaching** |
| Learning Outcomes | On successful completion of this module students will be able to:1. * *Indicate the anticipated learning outcomes of the module bearing in mind that summative learning will be formally assessed. Credit is only given for learning outcomes that have been assessed and the expectation is that ALL indicated outcomes are assessed in the summative assessment.*
* *List approximately 4-8 assessable outcomes which are appropriate for the relevant level of the module. They should reflect the difficulty of the cognitive demands made on the student, the complexity of the material/subject and the context. Outcomes are usually concerned with: knowledge and understanding, cognitive skills, subject specific skills, generic key transferable skills etc. These should inform the writing of Learning Outcomes but should not be placed under separate headings. Do refer to the FHEQ for support with ensuring your learning outcomes reflect the module’s academic level.*
* *Indicate which learning outcomes are targeted by which elements of assessment (e.g. component A, element 2 etc)*
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| Syllabus Outline | * *Brief indication of topics/issues covered (eg this can be in chronological or developmental order or by topic headings. You may find it helpful to outline the syllabus by session).*
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| Teaching and Learning Methods | * *Indicate the Teaching and Learning Strategy of the module. How student experience is organised, including a broad indication of how study time, associated with the module, will be spent on different learning activities e.g. the scheduled contact time with staff that a student can expect, the independent learning required and the placement learning.*
* *Identify any variations in teaching and learning strategy for different programmes, collaborations, and modes of attendance.*
* *Explain how the selected approach would develop students’ employability. It is suggested that you review the Employability Database for support with this.*

*Contact time may also take a synchronous virtual form rather than face-to-face, through the use of email discussion groups, virtual learning environments (VLEs) and other technology-aided means. It can also take place in a work-based setting. Scheduled learning has to be timetabled.* |
| Unistats Information | The Office for Students (OfS) require Unistats information to be produced at programme level for all undergraduate programmes of more than one year in length. These are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for. *This information is useful for all students and therefore please fill in this section for all modules (even postgraduate).**(Remember that there is a minimum average requirement of 15 hours year 1 direct contact and 12 hours per week contact time over the course of a* ***full*** *undergraduate programme. Therefore it would normally be expected that there is a minimum average requirement for an undergraduate programme of 36 hours scheduled contact time per 15 credit module and 72 hours per 30 credit module.)**Double click in the table and type over the number of hours – the table will total automatically. Please ensure that it totals correctly.*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 examPlease 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:*Double click in the table and type over the percentages* *Please ensure that it amounts to 100%*

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| Total assessment of the module | Percentage |
| Written examination | % |
| Coursework | % |
| Practical examination | % |
| Total | 100% |

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| Reading Strategy | ***Essential reading*** Essential 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 unless explicitly stated 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***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 the validators /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. *Indicative reading list – Provide a list of examples for validation purposes only. Current advice on reading should be provided on the module’s VLE page and other more frequently updated sources.****Please use the current referencing format recognised by Hartpury and list in author alphabetical order.******For modules at level 6 and above journals / periodical titles that are available through our ULC should normally be provided, in addition to other types of sources.***  |

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| **Part 3: Assessment** |
| Assessment Strategy | This module will be assessed according to the approved Hartpury Academic Regulations including any specific regulations detailed within the student’s programme specification. * *Clearly set out how the assessment will enable demonstration of the learning outcomes. Use an ‘assessment* ***for*** *learning’ approach, linking with the learning and teaching strategy to facilitate the process of reaching the outcomes rather than being merely after the event management*
* *Assessment strategies should*
	+ *Take account of the diversity of the student body*
	+ *Reduce the chance of plagiarism*
	+ *Take a programme level holistic view of the assessment experience of students (including a range of assessment types and opportunities for formative feedback)*
* *If applicable comment on the allocation of marks in group assessment.*
* *Implications, if any, of assessment vehicle for collaborations or different modes of attendance.*

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. *The Assessment:** *Identify duration of controlled conditions assessment and whether presentations held in-class or during the exam period.*
* *Indicate the word length of assessment.*
* *The assessment must enable students to achieve the learning outcomes BUT not through passing only part of module, eg if one component only and two pieces of assessment, students might be able to pass the module by* ***only*** *doing some of the assessment (dependent on weighting). One component, two elements, 50/50 means high mark in half and students can achieve module but get a low overall mark (and do not achieve the learning outcomes).*
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| Identify final assessment component and element | *e.g. A1* |
| **% weighting between components A and B** (Standard modules only) | **A:**  | **B**:  |
| **%** | **%** |
|  |
| **First Sit** |
| **Component A** (controlled conditions)**Description of each element** | **Element weighting****(as % of component)** |
| 1. |  |
| 2.(etc) |  |
| **Component B** **Description of each element** | **Element weighting****(as % of component)** |
| 1. |  |
| 2.(etc) |  |
|  |  |
| **Resit (further attendance at taught classes is not required)** |
| **Component A** (controlled conditions)**Description of each element** | **Element weighting****(as % of component)** |
| 1. |  |
| 2.(etc) |  |
| **Component B** **Description of each element** | **Element weighting****(as % of component)** |
| 1. |  |
| 2.(etc) |  |
| If a student is permitted a retake of the module under the Academic Regulations, the assessment will be that indicated by the Module Specification at the time that retake commences. |

**Module Amendment Log**

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| **Module Title:** |  |
| **Module Code:** |  |
| **Initial Approval Date:** |  |
| **Initial module description for Course Information Sheets:** |

**Changes:** *Most recent at the top of the page*

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| **Current version number:** |
| **Outline Change Details**: *List the changes section by section, making it clear what has been changed and if helpful (from what to what)* |
| **Material Alteration: No / Yes and is accompanied by the relevant programme specifications and course information sheets.** |
| **Rationale:** |
| **Module description for Course Information Sheets:** |
| **Change requested by: (Name)** I can confirm that all programme managers have been consulted and support this change I can confirm that student representatives have been consulted about this change I have retained evidence of this consultation which has been placed in the Module File**Signature**: **Date**: |
| **Name of Head of Department:** I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department; OR; I confirm that this change does require additional resources and have included a completed Resource Impact and Authorisation Form**Signature**: **Date**: |
| **Approval Committee and Date:** | *e.g. CVC 2018 05 12* |
| **Change approved with effect from:** |  |
| **Resulting new version number:** |  |