



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic data					
Module title	Introduction to Equine Behaviour				
Module code	UIEXRF-15-2	Level	2	Version	1
Owning faculty	Hartpury	Field	Equine Science		
Contributes towards	FdSc Equine Science & Management FdSc Equine Management FdSc Equine Management (SW) BSc (Hons) Equine Science BSc (Hons) Equine Science (SW)				
UWE credit rating	15	ECTS credit rating	7.5	Module type	Standard
Pre-requisites	Equine Structure and Function (UIEXN4-30-1); OR Equine Functional Anatomy (UIEXN8-30-1); OR Mammalian Systems Biology (UINXR4-15-1)		Co-requisites	None	
Excluded combinations	None		Module entry requirements	None	
Valid from	01 September 2014		Valid to	01 September 2020	

CAP approval date	29 May 2014
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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"> 1 Correlate the anatomy and physiology of the nervous system to observed behaviour (A). 2 Discuss equine learning (A). 3 Analyse equidae social systems and behavioural ontogeny (A). 4 Explain behavioural ontogeny (A).
Syllabus outline	<ol style="list-style-type: none"> 1 Structure and function of the central and peripheral nervous system. 2 Sensory perception of the environment. 3 Theories of learning. 4 Behavioural measurements and research. 5 Social systems of equidae. 6 Ontogeny of behavioural patterns.

Contact hours	<p>Indicative delivery modes:</p> <table border="0"> <tr> <td>Lectures, guided learning, seminars etc</td> <td style="text-align: right;">33</td> </tr> <tr> <td>Self directed study</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Independent learning</td> <td style="text-align: right;">114</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: right;">150</td> </tr> </table>	Lectures, guided learning, seminars etc	33	Self directed study	3	Independent learning	114	TOTAL	150		
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TOTAL	150										
Teaching and learning methods	<p>Students will engage with the module leader to establish clear aims and objectives for this module which will be programme relevant. Students will not be able to complete the module successfully without undertaking the required amount of independent learning. The VLE, email and phone calls will be used to keep in touch with students between scheduled sessions.</p> <p>Scheduled learning May include lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops.</p> <p>Independent learning May include hours engaged with essential reading, 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> <p>Key information set – module data</p> <p>Number of credits for this module 15</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Hours to be allocated</th> <th style="width: 25%;">Scheduled learning and teaching study hours</th> <th style="width: 25%;">Independent study hours</th> <th style="width: 20%;">Placement study hours</th> <th style="width: 15%;">Allocated Hours</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes:</p> <ol style="list-style-type: none"> 1 <i>Written exam:</i> Unseen written exam, open book written exam, in-class test. 2 <i>Coursework:</i> Written assignment or essay, report, dissertation, portfolio, project. 3 <i>Practical exam:</i> Oral assessment and/or presentation, practical skills assessment, practical exam. 	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150
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	<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> <p>Total assessment of the module:</p> <table border="1" data-bbox="917 344 1048 483"> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>0%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>100%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Written exam assessment percentage	0%	Coursework assessment percentage	0%	Practical exam assessment percentage	100%		100%
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Reading strategy	<p>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. Module guides will also reflect the range of reading to be carried out.</p> <p>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 the academic literature.</p> <p>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.</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> <ul style="list-style-type: none"> • Martin & Bateson (Current Edition) <i>Measuring Behaviour An Introductory Guide</i>. Cambridge, Cambridge University Press. • McGreevy & McLean (Current Edition) <i>Equitation Science</i>. UK: Wiley-Blackwell. • McGreevy (Current Edition) <i>Equine Behaviour: A guide for veterinarians and equine scientists</i>. London: Saunders. • Mills & McDonnell (Current Edition) <i>The domestic horse</i>. Cambridge: Cambridge University Press. <p>Journals:</p> <ul style="list-style-type: none"> • Applied Animal Behaviour Science. • Behavioural Processes. • Journal of Equine Veterinary Science. • Journal of Veterinary Behaviour: Clinical Applications and Research. • Physiology & Behaviour. • The Veterinary Journal. 								

Part 3: Assessment			
Assessment Strategy	<p>The module is assessed using an oral presentation designed to develop the student's critical thinking skills by evaluating literature and research methods.</p> <p>The above describe summative assessment opportunities. Students will be given opportunities to apply knowledge and develop their skills through practicals and formative activities set throughout the module run.</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	Oral presentation.		
% weighting between components A and B (Standard modules only)		A:	B:
		100%	0%
First Sit			
Component A (controlled conditions) Description of each element		Element weighting	
1	Oral 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 an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.			