



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic data					
Module title	Equine Performance				
Module code	UIEXRD-15-2	Level	2	Version	1
Owning faculty	Hartpury	Field	Equine Science		
Contributes towards	FdSc Equine Science and Management FdSc Equine Performance FdSc Equine Performance (SW) BA (Hons) Equine Business Management BA (Hons) Equine Business Management (SW)				
UWE credit rating	15	ECTS credit rating	7.5	Module type	Standard
Pre-requisites	None		Co-requisites	None	
Excluded combinations	None		Module entry requirements	None	
Valid from	01 September 2014		Valid to	01 September 2020	

<b>CAP approval date</b>	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"> <li>1 Evaluate the differences between exercise and training responses in the normal horse (A, B).</li> <li>2 Analyse how intrinsic and extrinsic factors can affect normal responses to exercise and training (A, B).</li> <li>3 Relate functional anatomy of the equine athlete to mechanical demands of competition (A, B).</li> <li>4 Evaluate the requirements of various types and grades of competition, in order to appreciate the level of fitness required for each (A, B).</li> <li>5 Consider the application of the above learning outcomes in the context of industry and business (B).</li> </ol>
Syllabus outline	<p>The module aims to provide the student with an underpinning knowledge of equine performance. Topics will include:</p> <ol style="list-style-type: none"> <li>1 Introduction to the difference between exercise and training responses including; concepts of energy production, training specificity in terms of aerobic and anaerobic requirements, general and discipline specific training aims.</li> <li>2 Demands of competition in terms of speeds, jumping efforts, level of fitness required and the variation required in a calendar year.</li> <li>3 Physiological responses to training including respiratory, cardiovascular, muscular and thermoregulatory responses.</li> <li>4 Principles of training the performance horse in a variety of disciplines.</li> </ol>

	<p><i>Some of the above topics will be considered in line with but not exclusively to the current British Horse Society Horse Knowledge and Care Stages, awarded by Equestrian Qualifications GB Limited, Levels one to three (please see associated matrix within the programme specification).</i></p>													
Contact hours	<p>Indicative delivery modes:</p> <table> <tr> <td>Lectures, guided learning, seminars etc</td> <td>33</td> </tr> <tr> <td>Self directed study</td> <td>3</td> </tr> <tr> <td>Independent learning</td> <td>114</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>150</b></td> </tr> </table>				Lectures, guided learning, seminars etc	33	Self directed study	3	Independent learning	114	<b>TOTAL</b>	<b>150</b>		
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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 contextualise theory to the modern performance. It is expected that students will on guided independent learning as this is an essential component of modules at undergraduate level. 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><b>Scheduled learning</b> May include lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p><b>Independent learning</b> May include 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><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> <p><b>Key information set – module data</b></p> <p>Number of credits for this module <span style="border: 1px solid black; padding: 2px;">15</span></p> <table border="1"> <thead> <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> </thead> <tbody> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>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"> <li><i>Written exam:</i> Unseen written exam, open book written exam, in-class test.</li> <li><i>Coursework:</i> Written assignment or essay, report, dissertation, portfolio, project.</li> <li><i>Practical exam:</i> Oral assessment and/or presentation, practical skills assessment, practical exam.</li> </ol>				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="917 347 1050 488"> <tr> <td>Written exam assessment percentage</td> <td>50%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>50%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Written exam assessment percentage	50%	Coursework assessment percentage	50%	Practical exam assessment percentage	0%		100%
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Reading strategy	<p><b>Essential readings</b> 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> 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><b>Access and skills</b> 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"> <li>• Alexander, R. (Current Edition) <i>Principles of Animal Locomotion</i>. UK: Princetown University Press.</li> <li>• Back, W. and Clayton, H. (Current Edition) <i>Equine Locomotion</i>. London: W.B. Saunders.</li> <li>• Biewener, A. (Current Edition) <i>Animal Locomotion</i>. New York: Oxford University Press.</li> <li>• Clayton, H.M. (Current Edition) <i>The Dynamic Horse</i>. Canada: Sports Horse Publications.</li> <li>• Marlin, D. and Nankervis, K.(Current Edition) <i>Equine Exercise Physiology</i>. Blackwell Publishing.</li> <li>• Nigg, B.M. and Herzog, W. (Current Edition) <i>Biomechanics of the musculoskeletal system</i>. Chichester: J. Wiley &amp; Sons.</li> <li>• Rantanen, N.W. and Hauser, M.L. (Current Edition) <i>The equine athlete: tendon, ligament and soft tissue injuries</i>. Dubai International Equine Symposium. USA: Matthew R. Rantanen Design.</li> </ul> <p>Journals:</p> <ul style="list-style-type: none"> <li>• Equine Veterinary Journal.</li> <li>• Comparative Exercise Physiology</li> <li>• Equine Veterinary Education.</li> </ul>								

<b>Part 3: Assessment</b>			
<b>Assessment Strategy</b>	<p>Students will be assessed via a written examination to enable them to effectively use the knowledge gained from the module to demonstrate deep understanding of topics.</p> <p>A written assignment will also be utilised to enable students to develop research and reading strategies in problem solving situations.</p> <p>Students will be offered formative assessment opportunities during the course of the module to check knowledge (but that do not contribute to the module mark). Feedback on assignment drafts prior to the summative assessment hand-in date will also be available.</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	Written examination.		
<b>% weighting between components A and B</b> (Standard modules only)		<b>A:</b>	<b>B:</b>
		50%	50%
<b>First Sit</b>			
<b>Component A</b> (controlled conditions) <b>Description of each element</b>		<b>Element weighting</b>	
1	Written examination (1 hour)	100%	
<b>Component B</b> <b>Description of each element</b>		<b>Element weighting</b>	
1	Written assignment (1,250 words)	100%	
<b>Resit (further attendance at taught classes is not required)</b>			
<b>Component A</b> (controlled conditions) <b>Description of each element</b>		<b>Element weighting</b>	
1	Written examination (1 hour)	100%	
<b>Component B</b> <b>Description of each element</b>		<b>Element weighting</b>	
1	Written assignment (1,250 words)	100%	
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.			