



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Contemporary Issues in Equestrian Sport				
Module Code	UIEV4H-15-3	Level	3	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	BA (Hons) Equine Business Management (SW) BSc (Hons) Equestrian Sports Coaching BSc (Hons) Equestrian Sport Science BSc (Hons) Equine Management (top-up) BSc (Hons) Equine Science BSc (Hons) Equine Science (SW) MSci Equine Science MSci Equine Science (SW)				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	01 September 2015		Valid to	01 September 2021	

CAP Approval Date	03 February 2015
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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 evaluate contemporary issues in equestrian sport. (B) 2. Evaluate the role and scope of governing bodies and organisations. (A, B) 3. Critically appraise research developments within equestrian sport. (A, B) 4. Evaluate discipline specific risk factors for performance in equestrian sport. (A, B) 5. Critically appraise existing and proposed strategies in relation to participations and perceptions of equestrian sport. (B)
Syllabus Outline	The module focuses on the application of scientific research to inform developments of equestrian sport. <ul style="list-style-type: none"> • Present and proposed responsibilities of equestrian organisations

	<ul style="list-style-type: none"> • Equestrian Sports; contemporary issues, fairness and equality (including drug use) limitations of, impact of the governing bodies, spectatorships. • Performance variable associated with all equestrian disciplines; Olympic, minority and emerging sports, young talent identification of horse and rider, coaching developments. • Risk factors for injury; impact of rider injury, horse injury and minimisation of, research developments to improve safety, media impact. 								
Contact Hours	<p>Indicative delivery modes;</p> <table> <tr> <td>• Lectures, seminars, practicals, etc.</td> <td>33</td> </tr> <tr> <td>• Self directed learning</td> <td>3</td> </tr> <tr> <td>• Independent learning</td> <td>114</td> </tr> <tr> <td>TOTAL</td> <td>150</td> </tr> </table> <p>Within the context of this module contact time with staff includes all forms of scheduled contact such as lectures and seminars. Contact time may also consist of virtual contact via e mail and the use of virtual learning environments (VLE's).</p>	• Lectures, seminars, practicals, etc.	33	• Self directed learning	3	• Independent learning	114	TOTAL	150
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• Self directed learning	3								
• Independent learning	114								
TOTAL	150								
Teaching and Learning Methods	<p>A variety of learning strategies will be adopted including scheduled learning, where students will receive theoretical underpinning knowledge and will develop skills to apply theory into practise.</p> <p>It is expected that for every hour a student spends within a delivered session (lectures, seminars and practicals) students will spend at least 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.</p> <p>Scheduled learning includes lectures, seminars, tutorials, demonstration, practical classes and workshops; external visits; supervised time in a laboratory and guest speakers.</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.</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				
<i>Number of credits for this module</i>				
				15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	36	114	0	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	75%
Practical exam assessment percentage	25%
	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. Module guides will also reflect the range of reading to be carried out.

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

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.

	<p>However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms, including the module guide.</p> <p>Book</p> <p>Jones, W. E. (Current Edition) <i>Equine Sports Medicine</i>. Philadelphia, USA: Lea and Febiger.</p> <p>Wolframm, I. (Current Edition) <i>The Science of Equestrian Sports: Theory, Practice and Performance of the Equestrian Rider</i>. Oxford: Routledge.</p> <p>Journals</p> <p>British Journal of Sports Medicine</p> <p>Comparative Exercise Physiology</p> <p>Equine Veterinary Education</p> <p>Equine Veterinary Journal</p> <p>European Journal of Sport Science</p> <p>Journal of Sport and Exercise Psychology</p> <p>Sport in Society</p> <p>The Equine Athlete</p> <p>Websites</p> <p>British Horse Industry Confederation http://www.bhic.co.uk/</p> <p>British Equestrian Federation www.bef.co.uk</p> <p>British Horse Society www.bhs.org.uk</p>
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Part 3: Assessment	
Assessment Strategy	<p>This module is assessed by an oral examination (Component A) and written assignment (Component B). The oral examination will allow the student to explore the breadth of the syllabus and draw appropriate information to form a critical argument when questioned by the examiner. To support this, component B, the written assignment will permit students to investigate a current issue or area within equestrian sport more focally and produce a critical review of that specific area.</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 examination	
% weighting between components A and B (Standard modules only)	A: 25%	B: 75%
First Sit		

Component A (controlled conditions) Description of each element	Element weighting
1. Oral examination (15 minutes)	100%
Component B Description of each element	Element weighting
2. Written assignment (2000 words)	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting
1. Oral examination (15 minutes)	100%
Component B Description of each element	Element weighting
1. Written assignment (2000 words)	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.	