

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

| Part 1: Basic Data | | | | | |
|-----------------------|---|--------------------|---------------------------|-------------------|----------|
| Module Title | Ground Schooling and Rehabilitation | | | | |
| Module Code | UIEXRE-15-2 | Level | 2 | Version | 1.2 |
| Owning Faculty | Hartpury | Field | Equine Science | | |
| Contributes towards | BSc (Hons) Equestrian Sports Coaching BSc (Hons) Equine Science with Therapy BSc (Hons) Equine Science with Therapy (SW) FdSc Equine Science and Management FdSc Equine Performance FdSc Equine Performance (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 2016 | | Valid to | 01 September 2020 | |

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| CAP Approval Date | 03 February 2015 |
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| Part 2: Learning and Teaching | |
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| Learning Outcomes | <p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1 Demonstrate and reflect on the principles of a variety of methods of ground schooling and be able to apply them practically (A, B). 2 Review suitable training aids and debate their impact within the modification of a horse's work from the ground to achieve optimum physical development (A, B). 3 Appreciate how environmental and individual horse differences influence the training/rehabilitation process (A, B). 4 Demonstrate the ability to work a variety of horses from the ground for a variety of reasons (A). 5 Consider Health and Safety implications at all times when working round the horses (A). |
| Syllabus Outline | <p>Participants will not only learn through the medium of lectures but also through practical, hands-on experience of the values of working horses in hand; they will learn the benefits of using various training aids to not only improve the horses' way of going but also how to rehabilitate horses that physically require development to help return them to an active and useful way of going.</p> <ol style="list-style-type: none"> 1 Awareness of environmental factors which will influence behavior and training when working the horse from the ground. 2 Identifying, selecting and fitting/removing suitable tack and equipment. 3 Conformational strengths and weaknesses of the horse. 4 Evaluate the use of ground schooling for rehabilitation. |

| | 5 Evaluate the use of ground schooling in training and fattening. 6 Recognise deterioration in work through physical and psychological indicators. | | | | | | | | | | | | | | | | | | |
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| | <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.</i> | | | | | | | | | | | | | | | | | | |
| Contact Hours | Indicative delivery modes: Lectures, guided learning, seminars etc 33 Self directed study 3 Independent learning 114 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. Contact time will be divided between a combination of lectures, seminars and practical sessions. It is expected that students will undertake 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. Virtual learning environment (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; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p>Independent learning 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>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> <table><tr><td>Number of credits for this module</td><td>15</td></tr></table> <table><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><tr><td>150</td><td>36</td><td>114</td><td>0</td><td>150</td></tr></table> <p>The table below indicates as a percentage the total assessment of the module which constitutes:</p> <table><tr><td>1</td><td><i>Written exam:</i> Unseen written exam, open book written exam, in-class test.</td></tr><tr><td>2</td><td><i>Coursework:</i> Written assignment or essay, report, dissertation, portfolio, project.</td></tr><tr><td>3</td><td><i>Practical exam:</i> Oral assessment and/or presentation, practical skills assessment, practical exam.</td></tr></table> | Number of credits for this module | 15 | Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | 150 | 36 | 114 | 0 | 150 | 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. |
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| 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> <tr> <td>Written exam assessment percentage</td><td>0%</td></tr> <tr> <td>Coursework assessment percentage</td><td>40%</td></tr> <tr> <td>Practical exam assessment percentage</td><td>60%</td></tr> <tr> <td></td><td>100%</td></tr> </table> | Written exam assessment percentage | 0% | Coursework assessment percentage | 40% | Practical exam assessment percentage | 60% | | 100% |
| Written exam assessment percentage | 0% | | | | | | | | |
| Coursework assessment percentage | 40% | | | | | | | | |
| Practical exam assessment percentage | 60% | | | | | | | | |
| | 100% | | | | | | | | |
| Reading Strategy | <p>Essential readings</p> <p>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</p> <p>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</p> <p>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"> • Bayley, L. (Current Edition) <i>Groundwork Training for your horse</i>. Newton Abbot: David and Charles. • BHS (Current Edition) <i>The BHS manual of horsemanship: The training of horse and rider</i>. Buckingham: Kenilworth Press Ltd. • Britton, V. (Current Edition) <i>Training the Young Horse</i>. London: B. T. Batsford Ltd. • Coldrey, C. & V. (Current Edition) <i>Training Your Horse with Lunge & Long Reins</i>. Marlborough: The Crowood Press Ltd. • Dietz, A. (Current Edition) <i>Training the Horse in Hand</i>. Germany: Cadmos Verlag GmbH Brunsbek. • Henderson, C & Russell, I. (Current Edition) <i>Breaking and Schooling</i>. UK: Swan Hill Press. • Henderson, C. (Current Edition) <i>Training aids</i>. Henley-in-Arden: Compass Equestrian. • Klimke, R. (Current Edition) <i>Basic Training of the Young Horse</i>. Kent: J. A. Allen & Company Ltd. • Loriston-Clarke, J. (Current Edition) <i>Lunging and Long Reining</i>. Buckingham: Kenilworth Press. • McGreevy, P.D. and McLean, A.N. (Current Edition) <i>Equitation Science</i>. Oxon: Wiley-Blackwell. • Stanier, S. (Current Edition) <i>The Art of Long Reining</i>. Kent: J. A. Allen & Company Ltd. | | | | | | | | |

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| | <ul style="list-style-type: none"> • Westall, J. (Current Edition) <i>Educating the Young Horse</i>. USA: Half Halt Press Inc. • Wyche, S. (Current Edition) <i>Practical Steps in Rehabilitating Your Horse</i>. Marlborough: Crowood Press Ltd. • Wyche, S. (Current Edition) <i>Rehabilitation. Understanding the Horse's Back</i>. Marlborough: Crowood Press. <p><i>Equestrian Journals/Periodicals:</i></p> <ul style="list-style-type: none"> • Applied Animal Behaviour Science. • Horse and Hound. • Your Horse Magazine. <p><i>Websites:</i> The British Horse Society: www.bhs.org.uk</p> |
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| Part 3: Assessment | | | |
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| Assessment Strategy | Students will be assessed for this module in three ways: | | |
| | 1 | Towards the end of the first semester, students will undertake a practical examination (ground schooling a horse on the lunge) to demonstrate the practical skills they have acquired to date; once they have completed this session, they will be asked related questions to investigate under-pinning knowledge. | |
| | 2 | Towards the end of semester two, students will again undertake a practical, ground-schooling assessment but they will now have the choice of using a variety of methods to demonstrate all the skills they have learnt over the two semesters. Once the assessment is concluded they will be asked pertinent questions relating to what they have achieved practically. | |
| | 3 | The second practical assessment (semester two) will form the basis for their written case study (end of module); students will discuss, evaluate and analyse the horse they have ground schooled and explain the strengths and weaknesses of their chosen assessment strategy. | |
| | The above describes summative assessment opportunities. Students will be given opportunities to apply knowledge and develop group working skills in seminars. 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 in to account learning and assessment needs. For further information regarding this please refer to the VLE. | | |
| Identify final assessment component and element | | Practical assessment. | |
| % weighting between components A and B (Standard modules only) | | | A: 60% |
| | | | B: 40% |
| First Sit | | | |
| Component A (controlled conditions) Description of each element | | | Element weighting |
| 1 | Mid module practical assessment (25 minutes) | | 60% |
| 2 | End of module practical assessment (25 minutes) | | 40% |
| Component B Description of each element | | | Element weighting |
| 1 | Written case study (500 words) | | 100% |
| Resit (further attendance at taught classes is not required) | | | |
| Component A (controlled conditions) Description of each element | | | Element weighting |
| 1 | Practical assessment (40 minutes) | | 100% |
| Component B Description of each element | | | Element weighting |
| 1 | Written case study (500 words) | | 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. | | | |