



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Advanced Equitation				
Module Code	UIEXR5-15-2	Level	2	Version	1
Owning Faculty	Hartpury	Field	Equine Science		
Contributes towards	FdSc Equine Science & Management FdSc Equine Management FdSc Equine Performance FdSc Equine Performance (SW) BSc (Hons) Equine Science BSc (Hons) Equine Science (SW) BSc (Hons) Equestrian Sports Science				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	Equitation (UIEXN6-15-1)		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
--------------------------	-------------

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 Analyse the role of equine and human psychology when training for competition, relating to current thinking in sports science (A, B).</li> <li>2 Evaluate the use of dressage movements and lateral work from preliminary to medium level (A, B).</li> <li>3 Evaluate the performance of horses at different gaits and speeds over a range of terrains and obstacles and assess their suitability for various disciplines (A).</li> <li>4 Analyse critically the current knowledge of progressive training of horses for competitive disciplines (A, B).</li> </ol>
Syllabus Outline	<p>Students will learn through the medium of theoretical lectures as well as have the opportunity to observe riders at various levels both over fences and on the flat and be able to discuss their views and hypotheses.</p> <ol style="list-style-type: none"> <li>1 The psychology of the competition rider.</li> <li>2 Schooling methods and training regimes and their applications.</li> <li>3 The theoretical training and riding of horses on the flat and over fences with the aim of competition beyond Novice level.</li> <li>4 The assessment of horses, their training requirements and their suitability for individual disciplines.</li> <li>5 The horse and rider as athletes, and methods of developing mental, muscular and gymnastic ability.</li> </ol>

	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.																					
Contact Hours	Indicative delivery modes:																					
	Lectures, guided learning, seminars etc			33																		
	Self directed study			3																		
	Independent learning			114																		
	<b>TOTAL</b>			<b>150</b>																		
Teaching and Learning Methods	<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="float: right; border: 1px solid black; padding: 2px;">15</span></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: 25%;">Placement study hours</th> <th style="width: 10%;">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"> <li>1 <i>Written exam:</i> Unseen written exam, open book written exam, in-class test.</li> <li>2 <i>Coursework:</i> Written assignment or essay, report, dissertation, portfolio, project.</li> <li>3 <i>Practical exam:</i> Oral assessment and/or presentation, practical skills assessment, practical exam.</li> </ol> <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 style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding-right: 20px;">Written exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">50%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="border: 1px solid black; text-align: center;">50%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">0%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>				Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150	Written exam assessment percentage	50%	Coursework assessment percentage	50%	Practical exam assessment percentage	0%		100%
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours																		
150	36	114	0	150																		
Written exam assessment percentage	50%																					
Coursework assessment percentage	50%																					
Practical exam assessment percentage	0%																					
	100%																					

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>• McGreevy, P., McLean, A., (Current Edition) <i>Equitation Science</i>. Oxford: Wiley-Blackwell</li> <li>• Mills, D. (Current Edition) <i>Equine Behaviour</i>. Oxford: Wiley-Blackwell.</li> <li>• Rose, R.J., Hodgson, D.R. (Current Edition) <i>Manual of Equine Practice</i>. London: EB Saunders.</li> <li>• Waran, N. (Current Edition) <i>The welfare of horses</i>. Boston: Kluwer Academic Publishers.</li> </ul> <p>Journals:</p> <ul style="list-style-type: none"> <li>• Applied Animal Behaviour Science.</li> <li>• Comparative Exercise Physiology.</li> <li>• Journal of Equine Veterinary Science.</li> </ul> <p>Magazines:</p> <ul style="list-style-type: none"> <li>• British Dressage Official Magazine.</li> <li>• Eventing.</li> <li>• Horse.</li> <li>• Horse and Hound.</li> <li>• Horse and Rider.</li> <li>• Your Horse.</li> </ul> <p>Websites:</p> <ul style="list-style-type: none"> <li>• British Dressage: <a href="http://www.britishdressage.co.uk">www.britishdressage.co.uk</a></li> <li>• British Eventing: <a href="http://www.britisheventing.com">www.britisheventing.com</a></li> <li>• British Horse Society: <a href="http://www.bhs.org.uk">www.bhs.org.uk</a></li> <li>• British Showjumping: <a href="http://www.britishshowjumping.co.uk">www.britishshowjumping.co.uk</a></li> <li>• DEFRA <i>Department of Environment Food and Rural Affairs</i>. Available online: <a href="http://www.defra.gov.uk">www.defra.gov.uk</a>.</li> </ul>

<b>Part 3: Assessment</b>			
<b>Assessment Strategy</b>	<p>The module is assessed in two ways:</p> <ol style="list-style-type: none"> <li>1 Students will submit a written assignment, which will draw together the many aspects of equitation theory.</li> <li>2 There will be an unseen written examination designed to test students' knowledge and understanding of the module.</li> </ol> <p>The above describes summative assessment opportunities. Students will be given opportunities to apply knowledge and develop group working skills in seminars.</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.			