



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic data					
Module title	Horse and Rider Performance				
Module code	UIEXRH-30-2	Level	2	Version	1.1
Owning faculty	Hartpury	Field	Equine Science		
Contributes towards	BSc (Hons) Equestrian Sports Coaching BSc (Hons) Equestrian Sport Science				
UWE credit rating	30	ECTS credit rating	15	Module type	Standard
Pre-requisites	None		Co-requisites	None	
Excluded combinations	None		Module entry requirements	None	
Valid from	01 September 2015		Valid to	01 September 2020	

CAP approval date	03 February 2015
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Part 2: Learning and Teaching	
Learning outcomes	<p>On successful completion of this module the student should be able to:</p> <ol style="list-style-type: none"> 1 Evaluate physiological and biomechanical demands relative to both the horse and the rider, in various equestrian disciplines and from amateur to elite level (A). 2 Analyse training techniques used for the horse, and for the rider, in various equestrian disciplines (A). 3 Identify and analyse psychological demands of the rider in various disciplines (A). 4 Analyse injury risks that can affect both horse and rider in a variety of disciplines (A). 5 Apply the performance analysis techniques that could be used in equestrian sports (A).
Syllabus outline	<p>The module aims to provide the student with an underpinning knowledge of horse and rider performance. Topics will include:</p> <ol style="list-style-type: none"> 1 Kinematic and kinetic analysis of equine and rider movement. 2 Physical, psychological and physiological demands of various disciplines on both horse and rider. 3 Demands of competition in terms of speeds, jumping efforts, level of skill required. 4 Performance analysis techniques, including demonstration of associated computer software. 5 Injury risks that affect horse and rider in a variety of disciplines. 6 Principles of training applied to various disciplines.

Contact hours	<p>Indicative delivery modes:</p> <table border="0"> <tr> <td>Lectures, guided learning, seminars etc</td> <td style="text-align: right;">66</td> </tr> <tr> <td>Self directed study</td> <td style="text-align: right;">6</td> </tr> <tr> <td>Independent learning</td> <td style="text-align: right;">228</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: right;">300</td> </tr> </table>	Lectures, guided learning, seminars etc	66	Self directed study	6	Independent learning	228	TOTAL	300								
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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>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, 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> <p>Number of credits for this module 30</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;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">228</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes:</p> <table border="0"> <tr> <td style="padding-right: 20px;">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>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300	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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	<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="927 344 1056 452"> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> </table>	Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%
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Reading strategy	<p>Core 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"> • Allard, P., Strokes, I. and Bianchi, J.P. (Current Edition) <i>Three dimensional analysis of human movement</i>. Leeds: Champaign. • Back, W. and Clayton, H. (Current Edition) <i>Equine locomotion</i>. Philadelphia: W.B. Saunders Company. • Durward, B.R., Baer, G.D., and Rowe, P.J. (Current Edition) <i>Functional human movement: measurement and analysis</i>. Oxford: Butterworth-Heinemann. • Hamill, J. and Knutzen, K.M. (Current Edition) <i>Biomechanical basis of human movement</i>. Philadelphia: Lippincott Williams & Wilkins. • Hodgson, D.R. and Rose, R.J., eds. (Current Edition) <i>The athletic horse: principles and practice of equine sports medicine</i>. Philadelphia: W.B. Saunders Company. • Lincoln, A. (Current Edition) <i>Equine Sports Coaching</i>. UK: Blackwell Publishing. • Marlin, D. and Nankervis, K. (Current Edition) <i>Equine exercise physiology</i>. Oxford: Blackwell Science. • Waddington, I. (Current Edition) <i>Sport, health and drugs</i>. London: E & FN Spon. <p>Journals:</p> <ul style="list-style-type: none"> • Equine Veterinary Journal. • Comparative Exercise Physiology. • Equine Veterinary Education. 						

Part 3: Assessment			
Assessment Strategy	<p>Students will be assessed via a written report to enable them to effectively use the knowledge gained from the module to demonstrate deep understanding of topics.</p> <p>Practical case study report 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 report 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	Practical case study report.		
% 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	Practical case study report (equivalent to 3,500 words)	100%	
Resit (further attendance at taught classes is not required)			
Component A (controlled conditions) Description of each element		Element weighting	
1	Practical case study report (equivalent to 3,500 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.			