

**CDA4 Programme Design Template
Module specification (with KIS) 2014-15**



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Applied Equine Ethology				
Module Code	UIEV4R-15-3		Level	3	Version1
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	BSc (Hons) Equine Science BSc (Hons) Equine Science (SW) BSc (Hons) Equine Management (Top-Up) 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	12 January 2014
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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. Propose and justify ideas for research in the field of applied equine ethology. (A) 2. Critically analyse mechanisms of normal equine behavioural development and evaluate factors which may disrupt this. (A) 3. Evaluate ethical concepts and practical application of equine behaviour research. (A) 4. Interpret and evaluate subject relevant research and associated literature. (A)
Syllabus Outline	<ul style="list-style-type: none"> • Behavioural research methods and data analysis • Project proposals and presentations • Evaluate current behavioural topics including: equitation science, cognition and learning, neuro-physiology and behaviour, stereotypic and/or abnormal repetitive behaviour and behavioural management • Evaluate the applicability of available research to industry

Contact Hours	<p>Indicative delivery modes:</p> <ul style="list-style-type: none">Lectures, guided learning, seminars etc. 33Self directed learning 3Independent learning 114 <p>TOTAL 150</p> <p>Within the context of this module contact time with staff includes all forms of scheduled contact such as lectures, seminars. Contact time may also consist of virtual contact via e mail and the use of virtual learning environments (VLE's).</p>																									
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. The extensive reading required by the module will also help students effectively justify their proposal and articulate their opinions supported by evidence from extensive research and reading. The assessment for this module enables students to investigate seminal and current equine behaviour research, to identify where there are gaps in available knowledge.</p> <p>During scheduled teaching students will learn about current topics in the field of equine behaviour research, whilst the seminars will use these topics to prepare students for the two components of assessment.</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> <table><tr><th colspan="5">Key Information Set - Module data</th></tr><tr><td colspan="5">Number of credits for this module</td></tr><tr><td colspan="4"></td><td>15</td></tr><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>	Key Information Set - Module data					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
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	<p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>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</p> <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> <table><tr><td colspan="4">Total assessment of the module:</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td colspan="4">Written exam assessment percentage</td><td>0%</td></tr><tr><td colspan="4">Coursework assessment percentage</td><td>0%</td></tr><tr><td colspan="4">Practical exam assessment percentage</td><td>100%</td></tr><tr><td></td><td></td><td></td><td></td><td>100%</td></tr></table>	Total assessment of the module:										Written exam assessment percentage				0%	Coursework assessment percentage				0%	Practical exam assessment percentage				100%					100%
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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 their 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> <p>Books</p> <p>Mason, G. and Rushen, J. (Current Edition) <i>Stereotypic animal behaviour: Fundamentals and applications to welfare</i>. Oxfordshire: CABI</p> <p>McGreevy, P. and McLean, A. (Current Edition) <i>Equitation Science</i>. West Sussex: Wiley-Blackwell</p> <p>Journals</p> <p>Behavioural Brain Research</p>																														

	<p>Equine Veterinary Journal</p> <p>The Journal of Veterinary Behaviour</p> <p>The Veterinary Record</p> <p>Applied Animal Behaviour Science</p> <p>Websites</p> <p>Association for the Study of Animal Behaviour http://asab.nottingham.ac.uk/</p> <p>International Society of Equitation Science http://www.equitationsscience.com/</p>
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Part 3: Assessment	
Assessment Strategy	<p>The in-class presentation of the project proposal will be peer-assessed using a template provided by the module leader; the scores awarded by students will form a valuable formative assessment exercise. This also provides each student with an opportunity to gain valuable feedback from both their peers and the module leader, before the final oral presentation of the research proposal.</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 presentation	
% weighting between components A and B (Standard modules only)	A: 100%	B: 0%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. Oral presentation (30 minutes)	100%	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting
1. Oral presentation (30 minutes)	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.	