

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




CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Advances in Horse and Rider Performance				
Module Code	UIEV4G-30-3	Level	3	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	Hartpury	Field	Equine Science		
Department	Equine	Module Type	Standard		
Contributes towards	BSc (Hons) Equestrian Sports Coaching BSc (Hons) Equestrian Sports Science				
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	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Critically appraise technologies available to assess the interaction between horse and rider. (A) 2. Identify and evaluate developmental pathways of equestrian athletes and analyse external issues that affect equestrian sports development and governance. (A) 3. Review the coaching process and evaluate how it impacts on coaching practice related to equestrian sports. (A) 4. Define the principles of training and analyse how they underpin the structure of fitness programming. (A) 5. Critically analyse how far the principles of training underpin the structure of fitness programming in equestrian athletes. (A)
Syllabus Outline	<ul style="list-style-type: none"> • Advances in Equestrian Sports Sciences. This section of the module will consider contemporary issues such as equestrian sports governance and developments in research and technologies. • Developmental Routes for Equestrian Athletes. This will include development and participation in equestrian sports, management of elite athletes and

	<p>equestrian athlete's lifestyle considerations.</p> <ul style="list-style-type: none"> • Fitness Considerations for Riders. Here, the module will build on training principles and concepts of periodisation and further develop critical evaluation of the design and implementation of programmes for this sports specific population. • Coaching the Horse and Rider. This section of the module will explore the coaching process and look at coaching theory and practise in an equestrian population. 																				
Contact Hours	<p>Indicative delivery modes:</p> <table border="0"> <tr> <td>• Lectures guides learning, seminars, etc.</td> <td style="text-align: right;">66</td> </tr> <tr> <td>• Self directed learning</td> <td style="text-align: right;">30</td> </tr> <tr> <td>• Independent study</td> <td style="text-align: right;">204</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: right;">300</td> </tr> </table>	• Lectures guides learning, seminars, etc.	66	• Self directed learning	30	• Independent study	204	TOTAL	300												
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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 practice. In addition, within this module, students will utilise the extensive college rider performance resources to support the practical implementation of theoretical concepts.</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> <p>It is expected that for every hour a student spends within a delivered session (lectures, seminars and practicals) students will spend 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>																				
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 border="1" data-bbox="459 1541 1369 1928"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="text-align: center; border: 2px solid black;">30</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> </thead> <tbody> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">96</td> <td style="text-align: center;">204</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> </tr> </tbody> </table> <p style="text-align: right;"></p> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p>	Key Information Set - Module data					<i>Number of credits for this module</i>				30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	96	204	0	300
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Written Exam: Unseen written exam, open book written exam, In-class test
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		0%	
Practical exam assessment percentage		100%	
		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. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.

Books

American College of Sports Medicine (Current Edition) *ACSM's Health-Related Physical Fitness Assessment Manual*. Philadelphia, USA: Lippincott Williams and Williams.

American College of Sports Medicine (Current Edition) *ACSM's Resource Manual For Exercise Testing and Prescription*. Philadelphia, USA: Lippincott Williams and Williams.

Baechale, T. R. and Earle, R. W. (Current Edition) *Essentials of Strength and Conditioning*. Champaign, IL: Human Kinetics.

Cross, N. and Lyle J. (Current Edition) *The Coaching Process – Principles and practice for sport. Cultural and Pedagogical Foundations of Coaching Practice*. Oxford: Routledge.

Hamil, J. and Knutzen, K. (Current Edition) *Biomechanical basis of human movement*. London: Williams and Wilkins.

Jones, R. L. Armour, K. and Potrac, P. (Current Edition). *Sports Coaching Cultures – From theory to Practice*. Oxford: Routledge.

McNamee, M.J. ed. (Current Edition) *Philosophy and the Sciences of Exercise, Health and Sport: critical perspectives on research methods*. Oxford: Routledge.

Tortora, G.J. and Grabowski, S.R. (Current Edition) *Principles of Anatomy and Physiology*. New York, USA: Harper Collins.

Trew, M. (Current Edition) *Human Movement: an Introductory Text*. Edinburgh: Churchill Livingstone.

Wilmore, J.H., Costill, D.L. and Kenney, W.L. (Current Edition) *Physiology of Sport and Exercise*. Champaign IL: Human Kinetics.

Journals

- Comparative Exercise Physiology.
- Human Movement Science.
- Journal of Sports Sciences.
- European Journal of Applied Physiology.
- Equine Veterinary Journal.
- European Journal of Sports Sciences.

Websites

- British Association of Sport and Exercise Sciences: www.bases.org.uk.
- English Institute of Sport: www.eis2win.co.uk/gen.
- FEI: www.horsesport.org.
- BEF: <http://www.bef.co.uk>.
- Sports Coach UK: www.sportscoachuk.org.
- UK Sport: www.uksport.gov.uk.

Part 3: Assessment

Assessment Strategy	<p>The assessment strategy for this module is designed to ensure that a student has a thorough understanding of current issues and advances in equestrian sports science and is able to apply the skills developed during the module to areas of industry relevance. An oral examination is a challenging practical skill that requires the student to be able to relay information verbally and communicate concisely.</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>
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Identify final assessment component and element	Oral Presentation	
% 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
Oral Presentation (30 minutes)	100%

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