HARTPURY UNIVERSITY

Module Descriptor

Part 1: Basic Data						
Module Title	Introduction to Equine Behaviour, Welfare and Ethics					
Module Code	HEQVJL-15-7		Level	7	Version	2.0
Credit Rating	15		ECTS Credit Rating	7.5		
Teaching Institution	Hartpury	Department	Equine	Module Type	Standard	
Contributes towards	MSc Horse Rider Musculoskeletal Therapy and Rehabilitation PG Cert Horse Rider Musculoskeletal Therapy PG Dip Horse Rider Musculoskeletal Therapy and Rehabilitation					
Professional Accrediting Body	None		Module Entry requirements	None		
Pre-requisites	None		Excluded Combinations	None		
Most recent Validation Date	21 March 2022		Due for re-validation by	01 September 2027		
Amendment Approval Date			Approved with effect from	V2.0 - 01 September 2022		

Part 2: Module Content	
Learning Outcomes	On successful completion of this module students will be able to: 1. Critically discuss the physiology and impact of stress and pain on the welfare of the horse. (A) 2. Appraise the evidence for evaluation of ridden horse behaviour and factors that influence the welfare of the ridden horse. (A) 3. Critically evaluate the application of learning theory during training and the influence of the rider on horse behaviour. (B) 4. Consider social license to operate and contextualise to the ridden horse. (A) 5. Communicate an evidence-informed opinion regarding ridden horse behaviour and welfare in a professional and comprehensible manner. (A)
Syllabus Outline	This module will predominantly discuss the domestic horse • Physiology of stress, distress and pain in the horse • Introduction to equine welfare and common measures to assess welfare of the ridden horse • Factors to mitigate stress and the concept of agency • Overview of equine behaviour assessment • Assessment of behaviour of the ridden horse including pain and discomfort • Identify and select the optimal inferential statistics for a given data set • Principles of learning theory and introduction to equitation science

	• Social license and use of the horse in ridden disciplines both nationally and internationally

Part 3: Learning, Teaching and Assessment	
Description of Learning and Teaching	A variety of learning strategies will be used including scheduled learning, where students will receive theoretical underpinning knowledge and have opportunities to apply this to practical contexts. Students will not be able to complete the module successfully without undertaking the required amount of independent learning. Independent learning will include a combination individual and group work. Online technologies (for example MS Teams) will be used in conjunction with the virtual learning environment (VLE) and email to keep in touch with students between teaching and assessment.
Resource Strategy	**Essential reading** Essential material will be indicated to the student via pre-course material, module guides and through their accessing a dedicated VLE presence. No requirement for the purchase of set text(s) will be made unless explicitly stated and students will have full access to library services, online applications, and inter-library loans. **Further reading** 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 catalogue, 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 and wider professional sources. **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.
Assessment Strategy	This module will be assessed according to the approved Hartpury Academic Regulations including any specific regulations detailed within the student's programme specification. The module uses an oral presentation with questions to assess knowledge and understanding, and ability to articulate under time constraints. An oral presentation with questions has been selected to give the students the opportunity to demonstrate postgraduate level intellectual skills and the application of theory to the practical context. To ensure students have a plan to work against during the development of their oral assessment, students are encouraged to submit a short proposal mid-semester outlining the main points that will be addressed during their oral presentation, with a short evaluation of each point supported by relevant evidence. Component B assesses information presented in a different format, to allow the student to articulate a key element of the horse-rider dyad, to a wider audience. Students can utilise formative feedback in the development of their written assessment. During the resit opportunity students will be required to utilise feedback from the sit (or generic feedback from the Module Leader which will be available on Moodle) to support their re-sit attempt. 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.

Identify final assessment component and element	A1	
% weighting between components A and B (Standard modules only)	**A:** **75%**	**B**: **25%**
First Sit		
Component A **Description of each element**	**Element weighting** **(as % of component)**	
1. Oral Presentation with Questions (25 minutes)	100%	
Component B **Description of each element**	**Element weighting** **(as % of component)**	
1. Coursework (500 words)	100%	

Resit (further attendance at taught classes is not required)	
Component A **Description of each element**	**Element weighting** **(as % of component)**
1. Oral Presentation with Questions (25 minutes)	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Coursework (500 words)	100%
If a student is permitted a retake of the module under the Academic Regulations, the assessment will be that indicated by the Module Specification at the time that retake commences.	

Part 4: Unistats Information

Unistats Information

The Office for Students (OfS) require Unistats information to be produced at programme level for all undergraduate programmes of more than one year in length. These are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Expected learning hours for the module:

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours
150	24	126	0

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	Percentage
Written Examination (Written Examination / Written Test)	0%
Coursework (Coursework ~~/ Report / Portfolio~~)	25%
Practical Examination (~~Practical Skills Examination /~~ ~~Practical Skills Assessment /~~ Oral Assessment)	75%
Total	100%

Module Amendment Log

Module Title:	Introduction to Equine Behaviour, Welfare and Ethics
Module Code:	HEQVJL-15-7
Initial Approval Date:	11 June 2021

Approved Module Changes (most recent at the top):

Current version number: 1.0

Outline Change Details:

1. Document amended to meet requirements of new 2022 template.
2. Title of assessment changed from oral examination to oral presentation with questions and coursework rather than written assignment

Material Alteration: No and is accompanied by the relevant programme specifications and/or course marketing information.

Rationale:

1. Module aligned to Hartpury academic curriculum framework.
2. To meet new HU assessment terminology

Module description for Course Marketing Purposes: The aims of this module are to give you broad knowledge and understanding of equine welfare and its critical importance by applying theory to practice, evaluating observations in the context of ridden horse welfare. Key elements of social licensing will be covered to ensure that you appreciate the current issues in the use of the horse for ridden disciplines.

Change requested by: Gillian Tabor

I can confirm that all programme managers have been consulted and support this change
I can confirm that student representatives have been consulted about this change
I have retained evidence of this consultation which has been placed in the Module File

Signature: G.Tabor **Date**: 30//11/2021

Name of Head of Department: Catherine Porter

- I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department, and have not included a completed Resource Impact and Authorisation Form
- I can confirm that this change does require a change to the HECOS code

Signature: **Date**: 01/12/2021

Approval Committee and Date:	Curriculum Validation Committee action 2022 03 21
Change approved with effect from:	1st September 2022
Resulting new HECOS code:	100519 Equine Studies
Resulting new version number:	2.0

Current version number: 0	
Outline Change Details: New modules	
Approval Committee and Date:	CVC Chair's action 11 June 2021
Change approved with effect from:	01 September 2021
Resulting new version number:	1.0

Initial HECOS code:	100522 Animal Behaviour

Initial module description for Course Marketing Purposes:

The aims of this module are to give you broad knowledge and understanding of equine welfare and its critical importance by applying theory to practice, evaluating observations in the context of ridden horse welfare. Key elements of social licensing will be covered to ensure that you appreciate the current issues in the use of the horse for ridden disciplines.