

## Module Descriptor Form

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| 1  | Awarding Body                           | Askham Bryan College                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 2  | Lead Subject Area                       | Equine                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 3  | Module title                            | Equine Behaviour and Welfare                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 4  | Module Code                             | EQ4003                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 5  | Module level                            | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 6  | Module credits                          | 20                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 7  | Date Module to Commence                 | September 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 8  | Programmes on which module is available | EFdSc Equine Science and Management (core)<br>Cert HE Equine Science and Management (core)<br>FdSc Equine Science and Management (core)<br>EFdSc Animal Science with Management (elective)<br>Cert HE Animal Science with Management (elective)<br>FdSc Animal Science with Management (elective)                                                                                                                                                                                                                                                                                                                                                                                                              |
| 9  | Aims of the Module                      | The management of today's domestic horse is very far removed from the environment in which it evolved. Management practices are often designed to fit in with the horse owner's lifestyle and do not respect the proximate needs of the horse. This module explores the factors affecting the development of normal and abnormal equine behaviour and introduces equine learning and cognition. Students will use this knowledge to interpret the behaviour of the horses they work with and to consider changes in their management in order to improve equine welfare through provision for ethological needs.                                                                                               |
| 10 | Rationale for Module                    | Understanding how horses learn and their natural ethology is key to ethical management and training of the domestic horse therefore students will investigate approaches to equine training. Attention will be given to the appropriate application of learning theory in riding and handling and students will be expected to reflect on their own interactions with horses and identify effective and ineffective practice. This will give students the theoretical base from which to improve their own riding, training and handling skills. Students will also develop a better understanding of how to ride and train horses with regard to ethics, welfare and the cognitive capabilities of the horse. |
| 11 | Module description                      | This module will develop theoretical and practical skills used in the care and training of horses by those in the equine industry. Welfare of the equines will be key in understanding and evaluating training and husbandry methods in Equidae.                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 12 | Semester                                | Semester 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 13 | Learning Outcomes                       | LO1<br>Discuss the factors affecting the development of normal and abnormal behaviours in equines                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|    |                                         | LO2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|    |                         | Examine the evidence for a range of equine welfare states                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|    |                         | LO3<br>Explain how horses learn and understand their cognitive abilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|    |                         | LO4<br>Evaluate the impact of husbandry and training methods on equine welfare.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 14 | Pre-requisite Modules   | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 15 | Co-requisite Modules    | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 16 | Banned Combinations     | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 17 | Is Module Compensatable | Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 18 | Indicative Content      | <p><b>LO1:</b><br/>Be able to identify a range of equine behaviours using ethograms of behaviour including feeding behaviour, sleeping behaviour, sexual behaviour of the mare and stallion, social behaviour including group living and communication. Discussion of the factors which influence behaviour. Short term; endogenous and exogenous factors, e.g. hormones and hunger, weather and environment. Long term; the evolution of behaviour, Environmental Evolutionary Adaptation. Repetitive and compulsive behaviours and the development of unwanted behaviours</p> <p><b>LO2:</b><br/>Consider welfare with reference to current legislation, codes of practice and recent research outputs. Understand how to assess welfare in a range of equine management and training scenarios using appropriate tools and methods. Emotional states in horses and recognition thereof.</p> <p><b>LO3:</b><br/>Learning abilities; Innate behaviour, Imprinting, Habituation, Classical Conditioning, Operant Conditioning, Observational Behaviour, Latent Learning, Insight and Reasoning.<br/>Which learning abilities the horse does possess and which it does not. Why horses have evolved to have certain learning abilities. Focus on Classical and Operant Conditioning. Reinforcement schedules used in training. Escape and Avoidance Conditioning, Successive Approximation and Behaviour Chaining.</p> <p><b>LO4:</b><br/>Understand how incorrect desensitisation and flooding impact on the development of unwanted behaviours.</p> |

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|    |                                         | <p>Understand the process of accidental Classical Conditioning, poor application of reinforcement schedules. Focus on the ethics and inappropriate use of Operant Conditioning and the outcomes thereof; conflict behaviours, evasive behaviours, learned helplessness.</p> <p>Discuss the ethical issues associated to under use or dependency on Negative Reinforcement, Positive Reinforcement, Negative Punishment and Positive Punishment including timing, cues, latency to application and removal.</p> <p>Review the evidence for the efficacy of positive reinforcement training in equines.</p> <p>Within the module links are made to the Education for Sustainable Development goals<br/> <a href="https://www.gaa.ac.uk/docs/gaa/guidance/education-for-sustainable-development-guidance-executive-summary.pdf?sfvrsn=b121d281_8">https://www.gaa.ac.uk/docs/gaa/guidance/education-for-sustainable-development-guidance-executive-summary.pdf?sfvrsn=b121d281_8</a></p> |
| 19 | Inclusivity, access and student support | <p>We are committed to ensuring that our programmes and modules are inclusive of all students including: international, part-time, mature, those from different socio-economic backgrounds (class) and those with protected characteristics according to the Equality Act 2010 (age, disability, gender reassignment, marriage/civil partnership, race, religion or belief, sex, sexual orientation).</p> <p>All lecture material will be available on the VLE/Teams for students in advance of the lecture. Lecture material will be designed for diverse learners under accessibility guidelines. An alternative assessment will be available for all students with a DSA, in line with recommendations in their individual needs assessment.</p>                                                                                                                                                                                                                                   |
| 20 | Link to the Digital Vision              | The VLE/Teams will be utilised, along with online quizzes and tests to check for understanding. Lectures will be recorded online.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 21 | Total Contact Hours                     | 60                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|    | Lecture                                 | 20                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|    | Seminar                                 | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|    | Tutorial                                | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|    | Project Supervision                     | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|    | Demonstration                           | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|    | Practical classes/workshops             | 25                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|    | Fieldwork                               | 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|    | External visits                         | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|    | Work based learning / Placements        | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|    | Guided independent study                | 140                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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| 22   | Learning and Teaching Strategy          | Students will receive lectures to outline key themes, which will be backed up by regular practical sessions. Taught lesson will be interactive. Session will help student explore industry requirements, their own skill level to support and develop their professional and vocational skills.                                                                                                 |                                          |           |           |                                                     |
| 23   | Virtual Learning Strategy               | Written module resources will be available on the VLE, as will links to further reading, videos etc. Students will be encouraged to actively participate in online discussion forums.                                                                                                                                                                                                           |                                          |           |           |                                                     |
| 24   | Opportunities for Formative Assessment  | Direct questions, regular practical skills assessment in class. Verbal tutor and peer feedback will be provided in class / practical sessions to aid development. In theory sessions, in class discussions will take place as well as direct questioning.                                                                                                                                       |                                          |           |           |                                                     |
| 25   | Method of Summative Assessment          | Ass No.                                                                                                                                                                                                                                                                                                                                                                                         | Method                                   | Weighting | Mod. LO's | Prog LO's                                           |
|      |                                         | 1                                                                                                                                                                                                                                                                                                                                                                                               | Field report                             | 50%       | 1 and 2   | KU1, KU2, CIT1, CIT2, CIT3, CIT5, CIT6, PP4, E1, E3 |
|      |                                         | 2                                                                                                                                                                                                                                                                                                                                                                                               | Video case study professional discussion | 50%       | 3 and 4   | KU1, KU2, CIT1, CIT2, CIT3, CIT5, CIT6, PP4, E1, E3 |
| 26   | Examination Period                      | N/A                                                                                                                                                                                                                                                                                                                                                                                             |                                          |           |           |                                                     |
| 27   | Method/s of reassessment                | Coursework                                                                                                                                                                                                                                                                                                                                                                                      |                                          |           |           |                                                     |
| 28   | Maximum Class Size                      | 12                                                                                                                                                                                                                                                                                                                                                                                              |                                          |           |           |                                                     |
| 29.1 | Essential Reading (Books and key texts) | <p>McDonnell, S. M. 2003. <i>The Equid Ethogram. A Practical Field Guide to Horse Behavior</i>. Lexington: The Blood Horse Inc.</p> <p>McGreevy, P. and MacLean, A. 2010. <i>Equitation Science</i>. Sussex: Blackwell-Wiley.</p> <p>Riley C.B., Cregier, S. E. and Fraser, A.F. (eds). 2022. <i>Fraser's The Behaviour and Welfare of the Horse</i>. 3<sup>rd</sup> edn. Wallingford: Cabi</p> |                                          |           |           |                                                     |

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| 29.2 | Recommended Reading (Books and key texts)  | <p>Baldwin, J. and Baldwin, J. 2000. <i>Behaviour Principles in Everyday Life</i>. 4<sup>th</sup> ed. London: Pearson.</p> <p>Hart, B. 2008. <i>The art and science of clicker training for horses: A positive approach to training equines and understanding them</i>. London: Souvenir Press.</p> <p>Kiley-Worthington, M. 2007. <i>The Behaviour of Horses in Relation to Management and Training</i>. London: J. A. Allen.</p> <p>Kurland, A. 2007. <i>Clicker Training for your Horse</i>. Waltham: Sunshine Books</p> <p>Martin, P and Bateson, P. 2007. <i>Measuring Behaviour</i>. 3rd edition. Cambridge: Cambridge University Press</p> <p>McIlwraith, C.W and Rollin, B.E. eds. 2011. <i>Equine Welfare</i>. Oxford: Wiley-Blackwell.</p> <p>Mills, D. and McDonnell, S. ed. 2005. <i>The Domestic Horse: The Origins, Development and Management of its Behaviour</i>. Cambridge: Cambridge University Press</p> <p>Mills, D. and Nankervis, K. 1998. <i>Equine Behaviour: Principles and Practice</i>. Oxford: Blackwell Science</p> <p>Price, E.O. 2008. <i>Principles and Applications of Domestic Animal Behaviour</i>. Oxford: CABI.</p> <p>Pryor, K. 2006. <i>Don't Shoot the Dog</i>. Lydney: Ringpress Books.</p> <p>Westen, H. and Beddingfield, R. 2019. <i>Connection training</i>. Knowle: Connection training.</p> |
| 29.3 | Essential Reading (Journals)               | <p>Animal Welfare</p> <p>Applied Animal Behaviour and Welfare</p> <p>Anthozoos</p> <p>Cognitive processes</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 29.4 | Recommended Reading (Journals)             | <p>Behavioural processes</p> <p>Journal of Equine Science</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 29.5 | Websites/ Online/ Government Resources etc | <p>Connection training – YouTube</p> <p>International Society for Equitation Science</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 30   | Date Written/ Revised                      | February 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 31   | Module Leader Name                         | Loni Loftus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 32   | Writing Team Names                         | Loni Loftus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |