

Module Descriptor Form

1	Awarding Body	Askham Bryan College
2	Lead Subject Area	Equine
3	Module title	Equitation Science
4	Module Code	EQ5005
5	Module level	5
6	Module credits	20
7	Date Module to Commence	September 2022
8	Programmes on which module is Core	FdSc Equine Science and Management EFdSc Equine Science and Management
9	Aims of the Module	To understand and apply research which advances equitation practice and aids equine welfare in horse-human interactions.
10	Rationale for Module	The equine industry is developing objective, and evidence led methods of practice in areas of human-horse interactions. Students need to be aware of and able to positively contribute to this fast-moving area.
11	Module description	To develop and focus skills aiding the advancement of knowledge of the practice and science underpinning equitation. Develop an appreciation of the importance of a multidisciplinary approach to this continually developing area. Gain a thorough appreciation of ethical and sustainable equitation and examine contemporary issues within equitation science.
12	Semester	Semester 1
13	Learning Outcomes	LO1 Demonstrate practical safe, ethical and evidenced-based training of a horse. LO2 Appraise behavioural indicators of equine affective states and their relevance to equine welfare. LO3 Evaluate the horse-human relationship. LO4 Compare and contrast contemporary research findings within Equitation Science and their impact on the equine industry.
14	Pre-requisite Modules	None
15	Co-requisite Modules	None

16	Banned Combinations	None
17	Is Module Compensatable	Yes
18	Indicative Content	LO1: Students will learn how to handle horses in line with their natural ethology as prey animals who live in a herd environment. They will employ learning theory to underpin all training actions and protocols thereby ensuring safe, ethical and a one welfare friendly horse-human interactions in line with the social license to operate. LO2: Understanding and recognising a range of affective states in equines is essential to high welfare handling and training. Equally important to the assessment of negative affective state is the identification and development of positive affective state in equines. Students will learn how to practically identify behavioural indicators of positive and negative affective state in the horses they interact with and will practice adapting methods and undertaking continual review of affective state to monitor welfare with a 'one welfare' approach. LO3: The horse-human relationship varies markedly between individuals, disciplines and geographic areas. It is important to understand the multitude of facets which affect the human-animal relationship and to identify methods to improve this relationship to aid wellbeing and efficacy of training. LO4: Over the past decade there has been a surge in research in the area of equitation science. Indeed, whole organisations dedicate their work to this subject. Students should be aware of and understand the current research in the equitation science field and use this to inform their practice, justifying techniques used and ethical positions held. Within the module links are made to the Education for Sustainable Development goals https://www.gaa.ac.uk/docs/gaa/guidance/education-for-sustainable-development-guidance-executive-summary.pdf?sfvrsn=b121d281_8
19	Inclusivity, access and student support	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).

		All lecture material will be available on VLE 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.
20	Link to the Digital Vision	The VLE will be utilised, along with online quizzes to test for understanding. Lectures will be recorded online. The use of analytical software and methods such as Flir, Polar Equine, Elisa and biomechanics packages will be used to develop student knowledge in this area of study. VAR may be used where applicable within the module.
21	Total Contact Hours	48
	Lecture	8
	Seminar	8
	Tutorial	4
	Project Supervision	0
	Demonstration	4
	Practical classes/workshops	12
	Fieldwork	0
	External visits	0
	Work based learning / Placements	0
	Direct Learning	10
	Guided independent study	152
22	Learning and Teaching Strategy	Students will receive lectures to outline key themes, which will be backed up by 1:1 tutorials, particularly for support with developing their practical assessments. Students will receive theoretical underpinning knowledge and learn how to contextualise theory to the equine setting. Students may participate in or observe practical riding sessions, and demonstrate practical skills involving the horse. This module will incorporate a significant amount of practical work related to the planning of and training of horses.
23	Virtual Learning Strategy	All 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. Formative assessment will take place regularly using online tasks on the VLE.

		PowerPoint slides and journal articles will be provided on the VLE. There will also be links to key websites for students to use on the VLE.				
24	Opportunities for Formative Assessment	Continual formative assessment of training plans, practical skills and development of the training programme.				
25	Method of Summative Assessment	Ass No.	Method	Weighting	Mod. LO's	Prog LO's
		1	Practical horse training	50%	1, 2	KU1, KU2, PP2, PP5, E1, E3, E6
		2	Professional reflective discussion	50%	3, 4	KU3, CIT1, CIT2, CIT3, CIT4, CIT5, CIT6, PP3, E7
26	Examination Period	N/A				
27	Method/s of reassessment	Written assessment covering all four learning outcomes				
28	Maximum Class Size	10				
28.1	Essential Reading (Books)	McGreevy, P. and McLean, A. (current edition). <i>Equitation Science</i>. Chichester: Wiley Blackwell Mcllwraith, W.C. and Rollin, B.E. 2011. eds. <i>Equine Welfare</i>. Oxon: Wiley-Blackwell. Weston, H. and Bedingfield, R. 2019. <i>Connection Training: The Heart and Science of Positive Horse Training</i>. Yorkshire: Connection training				
29.2	Recommended Reading (Books)	Appleby, M.C., Hughes, B.O., Mench, J. A. and Olsson, A. (eds) (2011). <i>Animal Welfare</i>. 2nd edn. Cambridge: CABI Publishing Dollins, F.L. (ed) (1999) <i>Attitudes to Animals. Views in Animal Welfare</i>. Cambridge: Cambridge University Press. Feldman Barrett, L. 2017. <i>How emotions are made: The secret life of the brain</i>. London: McMillan. Fraser, D. 2008. <i>Understanding Animal Welfare. The Science in its Cultural Context</i>. Chichester: Wiley-Blackwell. ISES Proceedings (published annually). www.equitationscience.com/proceedings				

		L'Annee Hippique (published annually) FEI Yearbooks Horse. International.com Rollin, B.E. 2011. <i>Putting the Horse before Descartes: A Memoir (Animals and Ethics)</i>. Philadelphia: Temple University Press.
29.3	Essential Reading (Journals)	Animal Behaviour Applied Animal Behaviour Science Journal of Veterinary Behaviour
29.4	Recommended Reading (Journals)	Animal welfare
29.5	Websites/ Online/ Government Resources etc	International Society for Equitation Science: Principles of learning theory in equitation International Society for Equitation Science
30	Date Written/ Revised	February 2022
31	Module Leader Name	Loni Loftus & Kate Johnstone
32	Writing Team Names	Loni Loftus & Kate Johnstone