

MODULE SPECIFICATION PROFORMA

Module Title:	Equine Behaviour and Cognition	Level:	4	Credit Value:	20
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Module code:	ANM407	Is this a new module?	No	Code of module being replaced:	
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Cost Centre(s):	GAAN	JACS3 code:	C120
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With effect from:	September 17
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School:	Social & Life Sciences	Module Leader:	Tamsin Young
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Scheduled learning and teaching hours	50 hrs
Guided independent study	150 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
BSc (Hons) Equine Science and Welfare Management	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval: June 17

APSC approval of modification: *Enter date of approval* Version: 1

Module Aims

1. Investigate the link between environment and behavioural patterns of horses.
2. Link equine cognition to management practices.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

		Key Skills	
1	Explain how the environment shapes horses' behaviour.	KS1	KS3
		KS4	KS5
		KS6	KS10
2	Discuss how modern equine management impacts on horses' behaviour and cognition	KS1	KS3
		KS4	KS5
		KS6	

Transferable skills and other attributes

Presenting ideas and arguments, research, problem solving, communication, and writing skills.

Derogations

None

Indicative Assessment:

Report: The student will produce a report that makes clear connections between environment and resulting horse behaviour. Both the natural and domestic environments will be covered and comparisons will be made to behaviours exhibited in both surroundings. The student will draw on examples of natural species-specific behaviour and abnormal behaviours to underpin their report and use a completed ethogram to inform their response.

Poster & defence: The student will negotiate **ONE** aspect of modern equine management for investigation, e.g., feeding, stable design or transportation. They will summarise their findings in a poster format which gives an overview of how the management impacts on horses' behaviour and cognition. The poster will be the foundation of the follow-up discussion.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1	Report	50		2,000
2	2	Poster Presentation	50		2,000

Learning and Teaching Strategies:

The module will include a range of learning and teaching techniques including lectures, practical work, seminar discussions, and independent study. Practical work will largely take place on the Northop equestrian yard particularly for behavioural observation for ethogram construction, and an educational visit will also be included where possible. Input from industry practitioners can also be expected.

Syllabus outline:

- Evolution of the horse
- Equine ethology.
- Inherent and acquired behaviour.
- Maintenance behaviour: behavioural and sensory homeostasis, reactivity, ingestion, body care, movement and rest and sleep.
- Behaviour patterns: reproduction, development of social behaviour, abnormal behaviour and stereotypes.
- Domestication of the horse and the changing use of the horse.
- Modern equine management and possible effects e.g. coping, stress, distress.
- An insight into measuring behaviour: preliminary observations, describing behaviour, categorising behaviour and the compilation of ethograms.
- Equine cognition: sensory systems, perception, learning and memory, decision making, navigation, communication, language, intelligence and reasoning.
- Non-associative learning: habituation, sensitisation.
- Associative learning: classical conditioning, operant conditioning

Bibliography:

Essential reading

Martin, P. and Bateson, P. (1994). *Measuring Behaviour: An introductory guide*. Cambridge: Cambridge University Press

McGreevy, P. and McLean, A. (2010) *Equitation Science*. West Sussex: Wiley-Blackwell Publishing.

McGreevy, P. (2004). *Equine Behaviour: A Guide for Veterinarians and Equine Scientists*. London: Saunders Publishing

Wendt, M. (2011) *How horses feel and think. Understanding behaviour, emotions and intelligence*. Richmond: Cadmos Publishing.

Other indicative reading

Budiansky, S. (1997). *The Nature of Horses, their Evolution, Intelligence and Behaviour*. London: Weidenfeld & Nicolson.

Fraser, A.F. (1992). *The Behaviour of the Horse*. Wallingford: CABI Publishing.

Hausberger, M., Sondergaard, E. & Martin-Rosset, W. (2007). *Horse Behaviour and Welfare*. Wageningen: Wageningen Publishing.

Kiley-Worthington, M. (1987). *The Behaviour of Horses*. London: J.A.Allen.

Marsden, D. (2005). *How horses learn*. London: JA. Allen.

Waran, N. (2007). *The Welfare of Horses*. New York: Springer.

Zeilter-Feicht, M.H. (2004). *Horse Behaviour Explained: Origins, Treatment, and Prevention of Problem*. London: Manson Publishing Ltd.

Reference will be made to contemporary research articles from journals such as:

- Applied Animal Behaviour Science
- Animal Welfare
- Equine Veterinary Journal