




MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Equine Nutrition for Performance				
Module Code	UIEV4M-15-3	Level	3	Version	1.1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Hartpury	Field	Equine Science		
Department	Equine	Module Type	Standard		
Contributes towards	BA (Hons) Equine Business Management BSc (Hons) Equestrian Sport Science BSc (Hons) Equine Management (Top-Up) BSc (Hons) Equine Science BSc (Hons) Equine Science (SW) MSci Equine Science MSci Equine Science (SW) BSc (Hons) Racehorse Performance and Rehabilitation BSc (Hons) Racehorse Performance and Rehabilitation (SW)				
Pre-requisites	Applied Equine Nutrition (UIEVBG-10-2) OR (UIEXBG-10-2) OR (UIEXR7-15-2) OR Equine Nutrition (UIEXRC-15-2)	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
Valid From	V 1.0 01 September 2015 V 1.1 01 September 2017	Valid to	V 1.0 01 September 2021 V 1.1 01 September 2023		

CAP Approval Date	V 1.0 12 January 2015 V 1.1 23 February 2017
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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. Identify the major causes of metabolic disorders and evaluate the use of preventative nutrition in their management. (A) 2. Formulate and critically evaluate diets for performance horses using current research. (A) 3. Critically appraise feeding strategies and supplements used to optimise the performance of the horse (A) 								
Syllabus Outline	<ul style="list-style-type: none"> • Common metabolic disorders and pathologies • Preventative nutrition • Nutrient metabolism • The use of ergogenic aids within the performance horse's diet • Nutritional requirements for the performance horse 								
Contact Hours	<p>Indicative delivery modes:</p> <table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="padding-left: 20px;">• Lectures, guided learning, seminars etc.</td> <td style="text-align: right;">33</td> </tr> <tr> <td style="padding-left: 20px;">• Self directed learning</td> <td style="text-align: right;">3</td> </tr> <tr> <td style="padding-left: 20px;">• Independent learning</td> <td style="text-align: right;">114</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: right;">150</td> </tr> </tbody> </table> <p>Within the context of this module contact time with staff includes all forms of scheduled contact such as lectures, seminars. Contact time may also consist of virtual contact via e mail and the use of virtual learning environments (VLE's).</p>	• Lectures, guided learning, seminars etc.	33	• Self directed learning	3	• Independent learning	114	TOTAL	150
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• Self directed learning	3								
• Independent learning	114								
TOTAL	150								
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 practise.</p> <p>It is expected that for every hour a student spends within a delivered session (lectures, seminars and practicals) students will spend at least 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> <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>								
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>								

Key Information Set - Module data				
<i>Number of credits for this module</i>				
				15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	36	114	0	150
				

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test

Coursework: Written assignment or essay, report, dissertation, portfolio, project

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	100%
Coursework assessment percentage	0%
Practical exam assessment percentage	0%
	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.

<p>Indicative Reading List</p>	<p>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, including the module guide.</p> <p>Books</p> <p>Frape, D., (Current Edition) <i>Equine Nutrition and Feeding</i>. Oxford: Blackwell Publishing Ltd.</p> <p>Geor, R.J., Harris, P.A. and Coenen, M., (Current Edition) <i>Equine Applied and Clinical Nutrition Health, Welfare and Performance</i>. Oxford: Saunders Elsevier Ltd.</p> <p>McDonald, P., Edwards, R.A., Greenhalgh, J.F.D., Morgan, C.A., Sinclair, L.A. and Wilkinson, R.G., (Current Edition) <i>Animal Nutrition</i>. Harlow: Pearsons Education Ltd.</p> <p>National Research Council. (Current Edition) <i>Nutrient Requirements of Horses</i>. Washington DC, USA: National Academies Press.</p> <p>Journals</p> <p>Animal Science Feed and Technology</p> <p>Equine Veterinary Journal</p> <p>Journal of Animal Science</p> <p>Livestock Science</p> <p>Veterinary Journal</p> <p>Veterinary Record</p> <p>Websites</p> <p>National Research Council of The National Academies http://nrc88.nas.edu/nrh/</p> <p>British Equine Veterinary Association http://www.beva.org.uk/</p> <p>Department for Food and Rural Affairs www.defra.gov.uk</p> <p>International Veterinary Information Service www.ivis.org</p>
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Part 3: Assessment

Assessment Strategy	<p>The assessment strategy for this module requires students to prepare diets for a seen case study in a written examination, which is 2.5 hours. The design of this assessment allows the student to apply their knowledge to real life situations or 'cases' they would expect to see in practise.</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	Written Examination	
% 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	
1. Written Examination (2.5 hours)	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
1. Written Examination (2.5 hours)	100%	
<p>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.</p>		