



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Breeding for Performance				
Module Code	UIEXKP-15-M	Level	M	Version	1.1
Owning Faculty	Hartpury	Field	Equine		
Contributes towards	MRes Equestrian Performance MSci Equine Science MSci Equine Science (SW) MSc Equine Science PGCert Equestrian Performance and Rehabilitation PGCert Equine Behaviour and Welfare PGCert Equine Science PGDip Equestrian Performance PGDip Equine Science				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	01 September 2015		Valid to	01 September 2019	

CAP Approval Date	03 February 2015
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Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: <ol style="list-style-type: none"> 1 Assess the impact of recent developments in molecular genetics on modern breeding programmes (A). 2 Appraise the benefits and limitations of reproductive technologies available (A, B). 3 Critically evaluate the success of current breeding strategies (A, B). 4 Formulate and defend an opinion on the ethics of the manipulation of breeding for performance (B);. 5 Analyse current research with respect to extrinsic and intrinsic factors that affect growth, development and potential performance of the progeny from conception to prior to training (A, B).
Syllabus Outline	<ol style="list-style-type: none"> 1 Molecular genetics, including; gene mapping, applied science, implications of technology. 2 Selection strategies/quantitative genetics, including; assessment of continental progeny performance testing. 3 Stock management for optimum production including; Growth and development, weaning methods, nutrition and young-stock management.

	4 Assisted Reproductive Technology, including; stallion manipulation (developments in AI, cryopreservation, semen sexing, ICSI) and mare implantation (developments in TE, IVM/F, GIFT, Cloning).												
Contact Hours	<p>Indicative delivery modes:</p> <table border="0" style="width: 100%;"> <tr> <td>Lectures</td> <td style="text-align: right;">18</td> </tr> <tr> <td>Seminars/practicals</td> <td style="text-align: right;">18</td> </tr> <tr> <td>Guided and independent study</td> <td style="text-align: right;">114</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: right;">150</td> </tr> </table>	Lectures	18	Seminars/practicals	18	Guided and independent study	114	TOTAL	150				
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Teaching and Learning Methods	<p>A variety of learning strategies will be used including scheduled learning, where students will receive theoretical underpinning knowledge and also learn how to apply therapy and rehabilitation techniques in a real environment (36 hours). It is expected that students will spend a minimum of 114 hours on independent learning as this is an essential component of modules at postgraduate level. Students will not be able to complete the module successfully without undertaking the required amount of independent learning. This independent learning will include a combination of lone study and individual, pair and group work. Conferencing technologies (including videoconferencing, Skype) will be used in conjunction with the virtual learning environment (VLE), email and phone calls to keep in touch with students between teaching blocks.</p> <p>Scheduled Learning Delivery includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops.</p> <p>Independent Learning Includes hours engaged with essential reading, proposal form 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) (or equivalent) This module 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> <p><i>Scheduled sessions may vary slightly depending on the module choices you make.</i></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.</p> <p><u>Key Information Set - Module data</u></p> <table border="1" style="width: 100%; margin-left: 20px;"> <tr> <td style="width: 70%;">Number of credits for this module</td> <td style="text-align: center; width: 30%;">15</td> </tr> </table> <table border="1" style="width: 100%; margin-left: 20px; margin-top: 10px;"> <thead> <tr> <th style="width: 15%;">Hours to be allocated</th> <th style="width: 20%;">Scheduled learning and teaching study hours</th> <th style="width: 20%;">Independent study hours</th> <th style="width: 20%;">Placement study hours</th> <th style="width: 25%;">Allocated Hours</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a:</p> <ol style="list-style-type: none"> 1 <i>Written Exam:</i> Unseen written exam, open book written exam, In-class test. 2 <i>Coursework:</i> Written assignment or essay, report, dissertation, portfolio, project. 3 <i>Practical Exam:</i> Oral Assessment and/or presentation, practical skills assessment, practical exam. <p>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:</p>	Number of credits for this module	15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150
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	<p>Total assessment of the module:</p> <table border="1" data-bbox="938 344 1066 488"> <tr> <td>Written exam assessment percentage</td> <td>50%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>50%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Written exam assessment percentage	50%	Coursework assessment percentage	50%	Practical exam assessment percentage	0%		100%
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	100%								
Reading Strategy	<p>Essential Reading Core material will be indicated to the student via pre-course material, module guides and through their accessing a dedicated VLE programme presence. No requirement for the purchase of set text(s) will be made and students will have full access to library services, online applications, and inter-library loans.</p> <p>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.</p> <p>Access and Skills The development of literature searching skills is supported by a library seminar held during Induction. Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to ensure they are sourcing high quality references so that can maintain academic integrity and avoid plagiarism. Additional support is available through the library services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing.</p>								
Indicative Reading List	<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> <ul style="list-style-type: none"> • Arthur, G.H. (Current Edition) <i>Veterinary reproductive obstetrics</i>. London: W. B. Saunders Company. • Bruns, E. (1990) Breeding values and estimation of genetic trends in riding horses. <i>Proceedings of the 4th World Congress on Genetics Applied to Livestock Production</i>, Edinburgh. • England, G.G.W. ed. (Current Edition) <i>Allen's Fertility and Obstetrics in the Horse</i>. Oxford: Blackwell Scientific. • Ginther, O.J. (Current Edition) <i>Reproductive biology of the mare: Basic and applied aspects</i>. Cross Plains: Equiservices. • McKinnon, A.O. & Voss, J.L. (Current Edition) <i>Equine Reproduction</i>. Philadelphia: Lea & Febiger. <p>Recommended Journals:</p> <ul style="list-style-type: none"> • Animal Reproduction Science. • Biology of Reproduction. • Equine Veterinary Journal. • Journal of Assisted Reproduction and Genetics. • Journal of Experimental and Clinical Assisted Reproduction. • Journal of Reproduction and Fertility. • Reproduction in domestic animals. • Theriogenology. 								

Part 3: Assessment			
Assessment Strategy	<p>The module will be formally assessed via a written assignment which will require critical evaluation of a topic related to the modules syllabus and learning outcomes. The assignment will allow students to demonstrate their ability to produce an evidenced, critical evaluation of the current literature available for the selected topic and to highlight areas where further research is needed. The written examination will ensure that students can demonstrate a robust and comprehensive understanding of the material covered during the module in a controlled examination setting. The equal weightings between the components reflect the fact that the ability to critically evaluate the wealth of literature that is available on the subject area, and to communicate information in a time-constrained environment, are both essential skills for an equine scientist.</p> <p>Feedback can be gained from this module in the module delivery, on feedback sheets, on the VLE, in tutorials and in revision sessions.</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>		
Identify final assessment component and element	Written Examination.		
% weighting between components A and B (Standard modules only)	A:	B:	
	50%	50%	
First Sit			
Component A (controlled conditions)		Element weighting	
Description of each element			
1	Written Examination (1.5 hour)	100%	
Component B		Element weighting	
Description of each element			
1	Written Assignment (1500 Words)	100%	
Resit (further attendance at taught classes is not required)			
Component A (controlled conditions)		Element weighting	
Description of each element			
1	Written Examination (1.5 hour)	100%	
Component B		Element weighting	
Description of each element			
1	Written Assignment (1500 words)	100%	
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.			