



## Module Specification

Part 1: Basic Data					
Module Title	Applied Stud Management				
Module Code	UIEXRU-30-2	Level	2	Version	1.3
Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	Hartpury	Field	Equine Science		
Department	Equine Science	Module Type	Standard		
Contributes towards	BA (Hons) Equine Business Management BA (Hons) Equine Business Management (SW) BSc (Hons) Equine Science BSc (Hons) Equine Science (SW) FdSc Equine Science and Management MSci Equine Science MSci Equine Science (SW)				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	No		
Last Major Approval Date	29 May 2014	Valid from	01 September 2014		
Amendment Approval Date	V1.3 23 February 2017	Revised with effect from	V1.3 01 September 2017		

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"> <li>1. Apply the principles of reproductive physiology to stud management. (A)</li> <li>2. Appraise the selection process of appropriate breeding stock in different contexts with reference to best practice and scientific research, whilst considering industry, ethical and legislative constraints. (A)</li> <li>3. Evaluate general stud practice in the light of scientific evidence and best business practice, including the use of reproductive technologies where applicable (A)</li> <li>4. Analyse the factors that affect the success of equine breeding programmes, based on a review of management decisions that are required in the annual production cycle of a stud (A)</li> </ol>
Syllabus Outline	<ul style="list-style-type: none"> <li>• Selection of breeding stock based on traits, performance and fertility, and procedures to overcome fertility problems</li> <li>• Management of breeding stock throughout the stud cycle (preparation for and processes of teasing, breeding, artificial insemination and embryo transfer procedures, pregnancy, parturition, orphan foals, weaning and problems that may be encountered in the stud environment).</li> <li>• Manipulation of the natural breeding cycle (advancing the breeding season, manipulation of individual cycles, synchronisation).</li> <li>• Different approaches to modern biotechnologies such as artificial insemination and embryo transfer including cryopreservation.</li> <li>• Legislation governing equine breeding programmes in the UK and worldwide, including breed regulations</li> </ul>

	<ul style="list-style-type: none"> <li>Aspects relating to the marketing of stallions, and organisation of a stud as a business</li> </ul>																														
<p>Teaching and Learning Methods (and contact hours)</p>	<p><b>Scheduled learning</b>  This module is delivered using large group learning sessions and opportunities for small group work. Additionally essential and recommended reading and exercises will be introduced to guide the students through the core syllabus. The module will offer integrated and extracurricular industry visit opportunities, and the involvement of guest speakers from the equine breeding industry. The scheme of work is matched to events occurring in industry, allowing students to experience theory from the class room in an industry setting. Seminar sessions will be splitting the large group into smaller, more programme specific groups, allowing the pace of the seminars to be adjusted in relation to prior learning of different programmes. The seminars will also be the platform of formative assessments as part of the peer review assessment. This module is applied to industry settings throughout, and students will be provided with opportunities for work experience and wider networking, allowing them to build their own network of breeding industry contacts</p> <p><b>Independent learning</b> 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. This learning will not be scheduled and will not appear on your timetable.</p>																														
<p>Key Information Sets Information</p>	<p>HEFCE require Key Information Sets (KIS) to be produced at programme level for all undergraduate programmes of more than one year in length. 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> <table border="1" data-bbox="485 1032 1380 1384"> <thead> <tr> <th colspan="5"><b>Key Information Set - Module data</b></th> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>300</td> <td>66</td> <td>234</td> <td>0</td> <td>300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Coursework</b> : Case study report with controlled condition element</p> <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> <table border="1" data-bbox="596 1727 1272 1957"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	<b>Key Information Set - Module data</b>					<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	300	66	234	0	300	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%
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<p>Reading Strategy</p>	<p><b>Essential reading</b>  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</p>																														

	<p>referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out.</p> <p><b>Further reading</b>  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 the academic literature.</p> <p><b>Access and skills</b>  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>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.</p> <p>Books:</p> <p>Arthur, GH; Noakes, DE; Pearson, H and Parkinson, TJ (Current Edition) <i>Veterinary Reproduction and Obstetrics</i>. Philadelphia, USA: Saunders</p> <p>Boyle, M (Current Edition) <i>Code of Practice for the use of artificial insemination in horse breeding</i>. London: British Equine Veterinary Association.</p> <p>Davies Morel, MCG (Current Edition) <i>Equine Reproductive Physiology, Breeding and Stud Management</i>. Wallingford: CAB International.</p> <p>Davies Morel, MCG (Current Edition) <i>Equine Artificial Insemination</i>. Wallingford: CAB International.</p> <p>Gordon, I (Current Edition) <i>Controlled Reproduction in Horses, Deer and Camelids</i>. Wallingford: CAB International.</p> <p>Rossdale, PD (Current Edition) <i>Horse Breeding</i>. Newton Abbot: David &amp; Charles.</p> <p>Samper, JC (Current Edition) <i>Equine Breeding Management and artificial nsemination</i>. Philadelphia, USA: Saunders.</p> <p>Journals:</p> <p>Equine Veterinary Education.</p> <p>Equine Veterinary Journal.</p> <p>Journal of Reproduction and Fertility.</p> <p>Livestock Production Science.</p> <p>Theriogenology.</p> <p>Veterinary Clinics of North America.</p>

### Part 3: Assessment

Assessment Strategy	<p>The module is assessed using an assignment in order to develop knowledge and understanding, whilst giving students the opportunity to apply theoretical and practical aspects of the module to contemporary stud management. Students will be preparing a scientific summary of an allocated topic area, which will be peer reviewed and feedback provided by staff. Students then submit a final revised assignment, which demonstrates an ability to reflect on, and utilise the peer and staff feedback provided. The seminar sessions for this module will be used as a platform for the peer review process, allowing a safe space for peer discussion, facilitated by staff and enabling controlled conditions' expectations to be fulfilled.</p> <p>Students will partake in external trips, practical sessions, and applied seminar sessions. During these activities, students will be given opportunities to; interact with real life practice, reflect and debate the application of theory, practice within small groups, and develop team working and presentation skills. Further formative assessment will also be provided using reviews and recaps throughout the module.</p> <p>In line with the Institution'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	<b>Written Assignment</b>
% weighting between components A and B (Standard modules only)	<b>A:</b>
	100%
<b>First Sit</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>
Written Assignment (2000 words)	100%

<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>
Written Assignment (2000 words)	100%
If a student is permitted a retake of the module under the Academic Regulations and Procedures, the assessment will be that indicated by the Module Specification at the time that retake commences.	