



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Applied Stud Management				
Module Code	UIEXRJ-30-2	Level	2	Version	1.2
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	Hartpury	Field	Equine		
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	
First CAP Approval Date	29 May 2014		Valid from	01 September 2014	
Revision CAP Approval Date	CAP date of revisions v1.1- 03 February 2015 v1.2- 07 July 2016		Revised with effect from	01 September 2016	

Review Date	01 September 2020
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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. Apply the principles of reproductive physiology to stud management. (A, B) 2. Appraise the selection process of appropriate breeding stock in different contexts with reference to best practice and scientific research. (A) 3. Review industry, ethical, and legislative constraints to the selection of breeding stock. (A, B) 4. Evaluate general stud practice in the light of scientific evidence and best business practice. (A, B) 5. Analyse the factors that affect the success of equine breeding programmes. (A, B) 6. Outline and review management decisions that are required in the annual production cycle of a stud. (A, B)

	7. Formulate an opinion on a practical scenario and analyse optimum practice, based on current literature. (A)																									
Syllabus Outline	<ul style="list-style-type: none"> • Selection of breeding stock based on traits, performance and fertility with some awareness of heritability of traits. • 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). • Manipulation of the natural breeding cycle (advancing the breeding season, manipulation of individual cycles, synchronisation). • Different approaches to modern biotechnologies such as artificial insemination and embryo transfer including cryopreservation. • Legislation governing equine breeding programmes in the UK and worldwide, including breed regulations. 																									
Contact Hours	<p>Indicative delivery modes:</p> <table> <tr> <td>Lectures, guided learning, seminars etc</td> <td>66</td> </tr> <tr> <td>Self-directed study</td> <td>6</td> </tr> <tr> <td>Independent learning</td> <td>228</td> </tr> <tr> <td>TOTAL</td> <td>300</td> </tr> </table>	Lectures, guided learning, seminars etc	66	Self-directed study	6	Independent learning	228	TOTAL	300																	
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Teaching and Learning Methods	<p>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.</p> <p>Scheduled learning may include lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p>Independent learning may include 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. Scheduled sessions may vary slightly depending on the module choices you make.</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> <table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td>30</td> </tr> <tr> <td>Hours to be allocated</td> <td>Scheduled learning and teaching study hours</td> <td>Independent study hours</td> <td>Placement study hours</td> <td>Allocated Hours</td> </tr> <tr> <td>300</td> <td>72</td> <td>228</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>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project</p>	Key Information Set - Module data										<i>Number of credits for this module</i>				30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300
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	<p>Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</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="603 367 1262 600"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>50%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>50%</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>100%</td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage		50%		Coursework assessment percentage		0%		Practical exam assessment percentage		50%					100%
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Reading Strategy	<p>Essential reading 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.</p> <p>Further reading 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>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>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>Artur, GH; Noakes, DE; Pearson, H and Parkinson, TJ (Current Edition) <i>Veterinary Reproduction and Obstetrics</i>. Philadelphia: 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 & Charles.</p> <p>Samper, JC (Current Edition) <i>Equine Breeding Management and artificial</i></p>																				

	<p><i>insemination</i>. Philadelphia: 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>
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Part 3: Assessment	
Assessment Strategy	<p>The module is partly assessed using a presentation in order to develop knowledge, understanding and team working skills, whilst giving students the opportunity to apply theoretical and practical aspects of the module to contemporary stud management.</p> <p>The case study examination will allow students to demonstrate their scientific and underpinning theoretical understanding of topics relating to the areas of stud management, once again in an applied context, allowing students to truly explore and synthesise current practice covered by the learning outcomes.</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 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	Case study examination	
% weighting between components A and B (Standard modules only)	A:	B:
	50%	50%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Case study examination (2 hours)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Group presentation (40 minutes) with individual marks awarded	100%	

Resit (further attendance at taught classes is not required)

Component A (controlled conditions)	
Description of each element	Element weighting (as % of component)
1. Case study examination (2 hours)	100%
Component B	
Description of each element	Element weighting (as % of component)
1. Individual presentation (20 minutes)	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>	