uwe hartpury

Programme Specification

Section 1. Basic Data:

Awarding institution/body	University of the West of England
Teaching institution	Hartpury College
Faculty responsible for programme	Hartpury
Programme accredited by	
Highest award title	MSc Equine Science
Default award title	
Interim award title	PGDip Equine Science PGCert Equestrian Performance and Rehabilitation PGCert Equine Behaviour and Welfare PGCert Equine Science
Modular Scheme title	Postgraduate Modular Scheme, Hartpury College
UCAS code	
Relevant QAA subject benchmarking group(s)	Agriculture, forestry, agricultural sciences, food sciences and consumer sciences
On-going	
Valid from (insert date if appropriate)	**September 2007**

Authorised by: Pauline Williams Date: August 2007

Version Code

2.0

Section 2. Educational aims of the programme:

- Provide an opportunity for postgraduate students to develop and realise their potential;
- Provide an applied science programme of study in the field of equine science underpinned by staff research, consultancy and scholarship;
- Enable students to develop further their capacity for critical analytical thought;
- Enable students to add depth to their specific knowledge and transferable skills;
- Enable students to become involved in new and developing areas of research relating to performance and rehabilitation of the equine athlete;
- Familiarise students with the physical resources and techniques necessary for appraisal of equine athletic performance;
- Prepare students for employment and/or further research;
- Provide a highly scientific programme that conforms to University requirements on quality assurance, management and enhancement.

Section 3. Learning outcomes of the programme:

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

A. Knowledge and understanding of:	**Teaching/learning methods and strategies:**
By the conclusion of their studies, all students of the programme will have acquired: 1. A working understanding, and a critical awareness of problems and/or new insights in the field of equine science including issues pertaining to the area of professional practice including: a. Applied Equine Exercise Physiology b. Equine Breeding for Performance c. Therapy & Rehabilitation of the Equine Athlete d. Equine Behaviour and Welfare e. Rider Performance 2. A comprehensive understanding of techniques applicable to research in the area of equine science leading to potential publication or advanced scholarship; 3. An innovative and individual approach to the application of knowledge gained during the programme, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in science disciplines.	Students will engage in *active learning* through: • Lectures(A1-A3); • Field and laboratory based practicals (A1-A3); • Visits (A1); • Demonstrations (A1-A3); • Tutorials (A1-A3); • Seminars (A1, A2); • Group work (A1-A3); • Role play (A1); • Interactive learning through the world wide web (A1, A2); Throughout the programme, the learner is encouraged to undertake independent reading, both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject. Learners will be required to attend a minimum of 6 compulsory tutorials with their academic tutor per year. **Assessment:** Testing of the knowledge base will be through a combination of unseen written examinations (a, b, c, d, e), assessed coursework (a, b, d), oral examinations (c, e), case studies (c, e), project work (d), presentations (c, g).

B. Intellectual Skills:	Teaching/learning methods and strategies:
By the end of level M (Framework for Higher Education Qualification 2001) students should be able to: 1. Apply the skills needed for academic study or enquiry; 2. To evaluate critically current research in the area of equine science; 3. To evaluate methodologies and develop critiques of the methodologies and, where appropriate, propose new hypotheses; 4. Plan, conduct and report a programme of original research; 5. Analyse and solve complex problems relating to Equine therapy and performance; 6. Synthesise information from a number of sources in order to gain a coherent understanding of theory and practice; 7. Apply strategies for appropriate selection of relevant information from a wide source and large body of knowledge; 8. Utilise problem solving skills; 9. Analyse, evaluate and interpret the evidence underpinning Equine Science critically and initiate change in practice appropriately.	Intellectual skills are developed through the teaching and learning programme outlined above (and in section 4). Analysis and problem solving skills are further developed through seminars (small group activities) project work and written assignments. Experimental, research and design skills are further developed through coursework activities, laboratory experiments and research and design projects. Individual feedback is given to students on all work produced. **Assessment:** Analysis and problem solving skills are assessed through unseen written examinations, written assignments and individual project work. Experimental, research and design skills are assessed through project reports, presentations, a formal project proposal and the individual dissertation submission.

C. Subject/Professional/Practical Skills:	Teaching/learning methods and strategies:
1. Show expertise in the requirements relating to specification, installation, building requirements, health & safety regarding the use of treadmills; 2. Design exercise test protocols suitable for clinical, research and training feedback purposes; 3. Make judgements on the ethics of the manipulation of breeding to enhance performance; 4. Develop methods for assessing the efficacy of therapeutic treatment programmes; 5. Present the results of an original concise research project in a form suitable for publication; 6. Demonstrate expertise in assessing riding posture and recognise the implications of individual variation in posture; 7. Justify a protocol (including analysis, possible therapies and exercise regime) in order to optimise rider performance.	Practical skills are developed through the teaching and learning programme outlined above (and in section 4). Skill C1 and C2 are taught via lectures, seminars and practical sessions in the module UIE X33-20-M; Skill C3 is taught through lectures and developed through seminar groups during the module UIE X34-20-M; Skill C4 is introduced during the module UIE X35-20-M and is practiced during detailed practical sessions; Skill C5 is covered during the modules UIS XMF-20-M and is assessed through the submission of a project proposal and individual project write-up. Skills C6 and C7 are covered in detail through both formal lectures and practical sessions during the module UIE X38-20-M. **Assessment:** Practical skills are assessed through project reports, individual presentations, written examinations, oral examinations and on the dissertation.

D. Transferable skills and other attributes:	Teaching/learning methods and strategies:
Graduates will have obtained the qualities and transferable skills necessary for employment or further postgraduate study, including: 1. Communicate effectively with a wide range of individuals using a variety of means; 2. Evaluate his/her own academic, vocational and professional performance; 3. Utilise problem-solving skills in a variety of theoretical and practical situations; 4. Manage change effectively and respond to changing demands; 5. Take responsibility for personal and professional learning and development (Personal Development Planning); 6. Manage time, prioritise workloads and recognise and manage personal emotions and stress; 7. Understand career opportunities and challenges ahead and begin to plan a career path; 8. Information management skills e.g. IT skills.	The programme has been designed to ensure that the qualities and transferable skills stated in “the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (QAA 2001)” are both taught and assessed in various modules. A transferable skills matrix has been produced to demonstrate where these skills have been integrated into the modular scheme and can be seen in section 4.

Section 4. Programme structure

ENTRY ↓		Compulsory modules	Option modules	Interim awards
	Level M1	UIE X33-20-M: Applied Equine Exercise Physiology UIE X34-20-M: Breeding for Performance UIE X35-20-M: Therapy & Rehabilitation of the Equine Athlete UIE X36-20-M: Equine Behaviour and Welfare UIS XMF-20-M: Research Methods UIE X38-20-M: Rider Performance		PGCert Equine Science Credit Requirements: Requirements: 60 credits at level 3 or above of which not less than 40 are at level M PGCert Equestrian Performance and Rehabilitation Credit requirements: 60 credits at level 3 or above of which not less than 40 are at level M, and to consist of: Rider Performance (UIE X38-20-M), Applied Equine Exercise Physiology (UIE X33-20-M) and Therapy and Rehabilitation of the Equine Athlete (UIE X35-20-M). PGCert Equine Behaviour and Welfare Credit Requirements: 60 credits at level 3 or above of which not less than 40 are at level M, and to include: Equine Behaviour and Welfare (UIE X36-20-M and Research Methods (UIS XMF-20-M). PGDip Equine Science Credit requirements: Requirements: 120 credits at level 3 or above of which not less than 80 are at level M
	Level M2	UIN X44-60-M: Dissertation		**Target Award** MSc Equine Science Credit requirements: 180 credits at level 3 or above of which not less than 120, including the masters dissertation, are at level M

→ GRADUATION

Section 5. Entry requirements:

1. 2.1 honours degree or above in Equine Science, Animal Science (preferred) or other biologically related subject;
2. Other approved accreditation or professional qualification;
3. Appropriate professional equine experience.

In the case of applications with other biologically-related degrees, supplementary background in the equine field (eg British Horse Society qualifications) will be considered an advantage. All applicants will be required to attend an interview.

Applicants whose first language is not English must have a minimum IELTS of 6.5 overall and 5.0 in all sections.

Section 6. Assessment Regulations:

MAR 3.0

Section 7. Student learning: distinctive features and support:

- The delivery mode encompasses a flexible approach incorporating Friday, Saturday and Sunday delivery geared to meet the needs of students, make accessible specialist resources and the ability to utilize specialist external consultants/academics.
- Modules that hold a 20 credit rating will be delivered over 4 days and will equate to 200 notional study hours.
- Modules that hold a 10 credit rating will be delivered over 2 days and will equate to 100 notional study hours.
- The Post Graduate Diploma programme will therefore be delivered during blocks throughout the academic year during which attendance at the College will be required.
- Learners will have access to online support through the College's "Virtual Learning Environment" package along with individual study packs produced to supplement and support each module.
- Learners will also be required to attend 6 compulsory tutorials with their academic tutor during the academic year.
- Students will be supported throughout the programme through virtual learning environment (VLE), individual module study packs, Hyperion (digital media archive) and individual tutorial sessions with a designated academic tutor.
- Students will have the opportunity to meet and interact with other postgraduate students by holding a 'postgraduate' weekend at the College to which postgraduates from UWE and other local HEIs will be invited. The weekend will comprise of seminars by postgraduate students at an advanced stage of their dissertation research and workshops and discussion on research-related topics and experiences as well as opportunities to interact informally.
- Academic guidance in relation to module content rests primarily with the module leader. Where students are experiencing continuing difficulties, they may seek general counselling from their personal tutor, or approach the award leader.
- The Dissertation module, at 60 credits, accounts for one third of total study hours for the masters award and is the single defining element of work for such awards. The preparation of a research proposal and its presentation for students intending to proceed to masters will enable students to present their developing research ideas and experiences at appropriate stages. Other project and assignment work in the assessment of other modules will require students to undertake a critical review of the literature on a specific topic.
- Students will be supported for the Dissertation module by allocation of an individual supervisor who is a member of staff with suitable subject expertise. Supervisors can be drawn from other Faculties within the University, whilst project advisors can also be drawn from the Associate Faculty's professional colleagues in the field. This will enable students to benefit from the expertise of practitioners and experienced researchers outside the Academic Faculty as well as within its own academic staff. The provision of general and specialist laboratory facilities will, as has previously happened for undergraduate work, be either within the Associate Faculty or at any other appropriate institution. Access to Hartpury resources will be timetabled to suit the mode of study of the student.
- The flexible, modular structure of the programme allows a student to complete the Masters programme within a twelve month period or to spread studying over a longer period of time to fit in with external commitments.

Section 8. Reference points/benchmarks:

QAA Subject Benchmark Statement:

- Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences;
- Code of Practice for the Assurance of Academic Quality and Standards in Higher Education: Placement Learning (QAA 2001);
- The Framework for Higher Education Qualifications in England Wales and Northern Ireland (QAA 2001);

Other relevant reference points:

- University Teaching and Learning Policies: University of the West of England Learning and Teaching Strategy (2001)
- University Work-Based Learning Policy: University of the West of England Work-Based Learning Policy (2004)
- Professional and Vocational Interaction: Field of Equine Science Vocational Panel Meetings

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.