# UWE University of the West of England BRISTOL

## CORPORATE AND ACADEMIC SERVICES

## PROGRAMME SPECIFICATION

| Part 1:  Basic Data | | | |
|---|---|---|---|
| **Awarding Institution** | University of the West of England | | |
| **Teaching Institution** | Hartpury | | |
| **Delivery Location** | Hartpury | | |
| **Faculty Responsible for Programme** | Hartpury | | |
| **Department Responsible for Programme** | Hartpury | | |
| **Modular Scheme Title** | Equine | | |
| **Professional Statutory or Regulatory Body Links** | None | | |
| **Highest Award Title** | Postgraduate Certificate in Equine Science | | |
| **Default Award Title** | None | | |
| **Fall-back Award Title** | None | | |
| **Interim Award Titles** | None | | |
| **UWE Progression Route** | None | | |
| **Mode(s) of Delivery** | Part time/blended learning | | |
| **Codes** | **UCAS:**  Not applicable | | **JACS:**  D422 |
| | **ISIS2:** D23A12 | | **HESA:** |
| **Relevant QAA Subject Benchmark Statements** | Agriculture, forestry, agricultural sciences, food sciences and consumer sciences | | |
| **First CAP Approval Date** | 01 August 2013 | **Valid From** | 01 September 2013 |
| **Revision CAP Approval Date** | V2- 07 July 2016 | **Revised with effect from** | 01 September 2016 |
| **Review Date** | 01 September 2021 | | |
| **Version** | 2 | | |

## Part 2: Educational Aims of the Programme

The Postgraduate Certificate in Equine Science programme has been developed to enable students to gain a systematic knowledge of key research based subject areas that can maximise performance, enhance career longevity or aid in selection of the performance horse, with a core goal of optimising the horse's welfare. As an important contributor to the UK economy the equine industry is subject to complex, and frequently competing, pressures. An increasingly important role of the horse, worldwide, is as a performance animal, and therefore the ability to recognise, prioritise and account for differing stakeholder requirements is essential for the modern day equine scientist. This area is constantly updating and graduates will have the skills to engage with information at the boundaries of current knowledge. Overall this critical awareness will enable graduates to contribute by research and application to the equine industry.

The student experience provided by the Postgraduate Certificate in Equine Science aims to:

1 Provide an opportunity for postgraduate students to develop and realise their potential.
2 Provide an applied science programme of study in the field of equine science underpinned by staff research, consultancy and scholarship.
3 Enable students to develop further their capacity for critical analytical thought.
4 Enable students to add depth to their specific knowledge and transferable skills.
5 Enable students to become involved in new and developing areas of research within the field of equine science.
6 Develop the ability to evaluate the impact that the management decisions of carers can have on the equine athlete.
7 Enable students to add depth to their specific knowledge, qualities and transferable skills necessary to prepare students for employment and/or further postgraduate study.
8 Provide a highly scientific programme that conforms to University requirements on quality assurance, management and enhancement.

### Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

On completion of this postgraduate programme graduates will have had to demonstrate the capability to engage in evaluative discussion and analytical thought processes, questioning and justifying scientific protocols and concepts. Through the research and intellectual skills required as part of their study, Postgraduate Certificate Equine Science graduates should be able to take a more critical and objective approach to tasks required of them and to consider wider implications, ethical impacts and potential developments of the actions that they undertake. These skills and attributes are therefore supportive of either further study or employment both within and outside of the field of equine science.

## Part 3: Learning Outcomes of the Programme

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

| Learning Outcomes: | Equine Behaviour and Welfare (UIEXQW-30-M) | Applied Equine Exercise Physiology (UIEXKX-30-M) | Investigating Equestrian Performance (UIEV6Y-15-M) | Therapy and Rehabilitation of the Equine Athlete (UIEXKS-15-M) | Rider Performance (UIEXKR-15-M) | The Research Process (UINXKT-15-M) | Postgraduate Independent Study (UINVL4-15-M) |
|---|---|---|---|---|---|---|---|
| **A) Knowledge and understanding :** | | | | | | | |
| 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: equine management practices; and; appraising equine athletic performance. | ✓ | ✓ | ✓ | ✓ | ✓ | | |

| *Learning Outcomes:* | | Equine Behaviour and Welfare (UIEXQW-30-M) | Applied Equine Exercise Physiology (UIEXKX-30-M) | Investigating Equestrian Performance (UIEV6Y-15-M) | Therapy and Rehabilitation of the Equine Athlete (UIEXKS-15-M) | Rider Performance (UIEXKR-15-M) | The Research Process (UINXKT-15-M) | Postgraduate Independent Study (UINVL4-15-M) |
|---|---|:-:|:-:|:-:|:-:|:-:|:-:|:-:|
| 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 applied science disciplines. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4 | An understanding of the relationships inherent within the sub-disciplines of equine science. | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| **(B) Intellectual Skills** | | | | | | | | |
| By the conclusion of their studies, all students of the programme will have the ability to: | | | | | | | | |
| 1 | Demonstrate an ability to engage in postgraduate level academic enquiry through the application of cognitive skills of critical thinking, analysis and synthesis (including the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately). | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2 | To evaluate critically current research in the area of equine science. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 3 | Analyse and solve complex problems relating to performance in equestrian sport;. | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| 4 | Synthesise information from a number of sources in order to gain a coherent understanding of theory and practice. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5 | Apply strategies for appropriate selection of relevant information from a wide source and evolving body of knowledge across a range of species. | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| 6 | Utilise problem solving skills. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 7 | Analyse, evaluate and interpret the evidence underpinning Equine Science. | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| **(C) Subject/Professional/Practical Skills** | | | | | | | | |
| By the conclusion of their studies, all students of the programme will have developed the skills to: | | | | | | | | |
| 1 | Make judgements on the ethics of different management regimes designed to enhance performance. | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| 2 | Develop methods for assessing the efficacy of management regimes at maximum equine performance. | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| 3 | Utilise principles from animal science to inform equine science and show a critical awareness of their limitations. | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| 4 | Justify a protocol (including analysis, target setting and monitoring) in order to optimise equestrian performance. | ✓ | | | | | | ✓ |
| 5 | Assess and advise others, on the potential impact of changes to legislation and policy within the equine industry. | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| **(D) Transferable skills and other attributes** | | | | | | | | |
| By the conclusion of their studies, all students of the programme will have developed the ability to: | | | | | | | | |
| 1 | Communicate effectively with a wide range of individuals using a variety of appropriate means, showing self-awareness and sensitivity to diversity in people and different situations. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2 | Evaluate their own academic, vocational and professional performance through the use of reflection. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3 | Utilise problem-solving skills in a variety of theoretical and practical situations. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4 | Manage change effectively and respond appropriately, and flexibly, to changing demands. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

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|---|---|---|---|---|---|---|---|
| 5 Take responsibility for personal and professional learning and development and act autonomously in planning and implementing tasks. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 6 Manage time, prioritise workloads and recognise critical periods of development, by managing personal emotions and stress in order to show effective self-management and the ability to continue learning. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 7 Understand career opportunities and challenges ahead and begin to plan a career path. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 8 Make effective use of information technology (e.g. world-wide web) and other academically based electronic resources to manage information; and. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 9 Perform effectively as an individual and as a member of a team. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

## Part 4: Student Learning and Student Support

**Teaching, Learning and Assessment Strategies to Enable Learning Outcomes to be Achieved and Demonstrated**

On the PGCert Equine Science programme, teaching is a mix of scheduled, independent and autonomous learning.

**Scheduled learning**

May include lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork and external visits and speakers. Scheduled sessions may vary slightly depending on the module choices made.

**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 made.

**Virtual learning environment (VLE), or equivalent**

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.

To support learner's career preparations, personnel visit Hartpury on a regular basis and the students can use all the on line resources. Tutors will also offer subject specific careers advice through module sessions or individual tutorials. Careers Fairs are arranged periodically to allow students to engage directly with employers from the industry sector.

**Description of any distinctive features**

The delivery mode encompasses a flexible part time approach incorporating study weekends designed to meet the needs of students, make accessible specialist resources and the ability to utilise specialist external consultants/academics. Taught modules hold either a 15 or 30 credit rating and will be delivered over at least two study weekends; this will equate to respective notional study time of 150 or 300 hours. The Post Graduate Certificate programme will therefore be delivered during blocks throughout the academic year during which attendance at the College will be required. A student can manage their own workload during the academic year to decide how many modules they wish to do in each semester by selecting which optional module they engage with.

Students will have the opportunity to meet and interact with other postgraduate students during an induction period, which contains sessions and activities common to all the Associate Faculty's postgraduate students, as well as subject specific activities. Academic guidance in relation to module content rests primarily with the Module Leader. Students will have access to online support through the College's VLE package along with individual study packs produced to supplement and support each module. They will also be required to engage in compulsory tutorials with their academic tutor during the academic year. Students will also be supported throughout the programme through VLE and individual module study packs. Where students are experiencing continuing difficulties, they may seek general counseling from their Personal Academic Tutor, Student Advisor or approach the Programme Manager.

Students will have the opportunity to explore areas of equine science of particular interest to themselves. The opportunity to conduct small projects of primary research is available at several points in the programme and within several modules. The preparation of a research proposal and its presentation for ethical approval will enable students to present their developing research ideas and experiences at appropriate stages. The extent to which a student engages with primary research is a matter of personal choice and will be guided by their Programme Manager, however all students will engage in some primary research. Other project and assignment work in the assessment of other modules will enable students to gain skills in research with secondary data as well.

The Associate Faculty ensures that appropriate arrangements are in place to ensure equality of opportunity in formative and summative assessment for all students with special educational needs. We are committed to ensuring that the delivery and assessment methods of a module take account of students with special educational needs, and this is addressed from the beginning of the module delivery period. Alternative forms of assessment may be recommended by module teams approved by the field concerned and notified to students at the beginning of the module delivery period. The University, through the Centre for Student Affairs, provides specialist advice to students with special educational needs.

The library service is very supportive of the academic disciplines within the Equine Science programme and provides an extensive range of paper (book and periodical) and electronic based (e-book, periodical and database) resources relevant to postgraduate level study. The library further incorporates "remote access" to the majority of its holdings in order to enhance the learning experience of the student and enable postgraduate students off site access to efficiently manage their personal learning.

The flexible, modular structure of the programme allows a student to complete the Postgraduate programme within an academic year or to spread studying over a longer period of time to fit in with external commitments. At the end of this programme students may elect to continue their postgraduate studies and as such can apply to progress to the Postgraduate Diploma Equine Science programme at UWE Hartpury or apply for other programmes. Students may also elect to progress into employment. As students at UWE, students on the Postgraduate Certificate have access to the resources available through the Career Development Unit of UWE, and this access continues following graduation.

## Part 5: Assessment

Approved variant to University Academic Regulations and Procedures

### Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

Individuals learn through different methods, hence a range of teaching and assessment techniques are used throughout the programme. Theoretical lectures, practicals (computer based, laboratory, Equestrian Centre, Equine Therapy Centre), seminars and debates, industry based visits and guest speakers from within the industry enhance the students' academic knowledge, whilst giving the student the opportunity to practice and develop applied skills needed for industry. A range of assessment types appropriate for postgraduate study are utilised within the modules offering students the opportunity to excel through written examinations and assignments, oral assessments and written reports.

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.

# Assessment Map

The programme encompasses a range of **assessment methods** written examinations, oral assessments/presentations, written assignments, and reports/projects.  These are detailed in the following assessment map:

### Assessment Map for PGCert Equine Science

| | | Type of Assessment* | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Unseen Written Exam | Open Book Written Exam | In-class Written Test | Practical Exam | Practical Skills Assessment | Oral assessment and/or presentation | Written Assignment | Report / Project | Dissertation | Portfolio |
| **Optional Modules Level M** | **The Research Process (UINXKT-15-M)** | | | | | | A (30) | B (70) | | | |
| | **Equine Behaviour and Welfare (UIEXQW-30-M)** | | | | | | A (40) | | B (60) | | |
| | **Applied Equine Exercise Physiology (UIEXKX-30-M)** | A (50) | | | | | | B (50) | | | |
| | **Therapy and Rehabilitation of the Equine Athlete (UIEXKS-15-M)** | A (100) | | | | | | | | | |
| | **Investigating Equestrian Research (UIEV6Y-15-M)** | | | | | | A (100) | | | | |
| | **Rider Performance (UIEXKR-15-M)** | A (50) | | | | | | B (50) | | | |
| | **Postgraduate Independent Study (UINVL4-15-M)** | | | | | | | A (100) | | | |

*Assessment should be shown in terms of either Written Exams, Practical exams, or Coursework as indicated by the colour coding above.

| Part 6:  Programme Structure |
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This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:

1      level and credit requirements
2      interim award requirements
3      module diet, including compulsory and optional modules

| ENTRY | | Compulsory Modules | Optional Modules | Interim Awards |
|---|---|---|---|---|
| | Year 1 | None | 1   Applied Equine Exercise Physiology (UIEXKX-30-M)<br>2   Therapy & Rehabilitation of the Equine Athlete (UIEXKS-15-M)<br>3   Equine Behaviour and Welfare (UIEXQW-30-M)<br>4   The Research Process (UINXKT-15-M)<br>5   Rider Performance (UIEXKR-15-M)<br>6   Investigating Equestrian Research (UIEV6Y-15-M)<br>7   Postgraduate Independent Study (UINVL4-15-M) | TARGET AWARD<br><u>PGCert Equine Science</u><br>Credit requirements:  60 credits at level 3 or above of which not less than 40 are at level M. |
| **GRADUATION** | | | | |

| Part time: |
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There are a number of routes that a part time student can take to graduate, this can be done depending on student requirements, hence production of a specific map will depend on an individual student basis.

| Part 7:  Entry Requirements |
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All applications are judged on their individual merit however typical appropriate entry criteria include:

- A 2:2 Honours degree or above in Equine Science or Animal Science
- A 2:2 Honours degree or above in a biologically related degree with a supplementary background in the equine field (e.g. BHS qualifications)
- Other approved accreditation or professional qualification;

We also welcome applicants from a diverse range of backgrounds who do not have the entry requirements outlined above. The university will consider applicants on the basis of evidence of personal, professional and educational experience which indicates an applicant's ability to meet the demands of a postgraduate degree programme within this subject area.

All applicants will be reviewed on an individual basis taking the form of an individual interview with the Programme Manager and possibly the completion of a set task such as a written assignment where further evidence of suitability for postgraduate study in equine science is required. .

Applicants whose first language is not English must also gain a minimum IELTS score of 6.5 prior to entry onto the programme.

| Part 8:  Reference Points and Benchmarks |
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| 1 | The framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ) 2008, and; |
|---|---|
| 2 | Master's degree characteristics March 2010 |
| 3 | QAA Subject Benchmark Statements: |
| 4 | Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences; |
| 5 | Hospitality, Sport, Leisure and Tourism; |

Relevant QAA subject Benchmark Statements and Masters degree characteristics have informed the characteristics of the subject matter and curriculum development of the programme, the programme learning outcomes and the attributes that a graduate of this programme should be able to demonstrate.

***Code of Practice for the Assurance of Academic Quality and Standards in Higher Education: Placement Learning (QAA 2007);***
Has been used to define the minimum level of achievement that students need to achieve to succeed on this programme and achieve the qualification. It has also been used to inform the academic quality of the programme and enhance the quality of the learning opportunities and the assessment methods used to measure achievement on the programme.

***The Framework for Higher Education Qualifications in England Wales and Northern Ireland (QAA 2008) Degree QAA document***

***University Teaching and Learning Policies: University of the West of England Learning and Teaching Strategy (2001)***
Have been used to ensure that the quality of learning, teaching and assessment on this programme adheres to the university's frame work of academic regulations, procedures and working practices that enable the assurance of academic standards. The University's Policy on Word Count has also been used to inform the assessment strategy stated in Part 5 of this document and is detailed on the module descriptors.

***Professional and Vocational Interaction: Field of Equine Science Vocational Panel Meetings***
Field of Equine Vocational Panel meetings involve discussions about the purpose of the programme, its distinctiveness as a programme and the skills and knowledge needed to ensure the programme is current and relevant to employers.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning?

Feedback about the current programme development has been gathered from current students, graduates. Vocational panels have been held for this programme as part of the equine subject review in 2010/2011.

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, available on the University's website.