



CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data			
<b>Awarding Institution</b>	University of the West of England		
<b>Teaching Institution</b>	Hartpury College		
<b>Delivery Location</b>	Hartpury College		
<b>Faculty responsible for programme</b>	Hartpury College		
<b>Department responsible for programme</b>	Animal and Land Science		
<b>Modular Scheme Title</b>	Undergraduate Modular Scheme, Hartpury College		
<b>Professional Statutory or Regulatory Body Links</b> <i>Name of PSRB</i> <i>Type of approval</i> <b>Dates</b>	The Royal College of Veterinary Surgeons		
<b>Highest Award Title</b>	FdSc Veterinary Nursing Science (SW) FdSc Equine Veterinary Nursing Science (SW)		
<b>Default Award Title</b>	None		
<b>Fall-back Award Title</b>	None		
<b>Interim Award Titles</b>	Certificate in Animal Science CertHE Veterinary Health Studies CertHE Equine Veterinary Health Studies		
<b>UWE Progression Route</b>	BSc (Hons) Veterinary Nursing Science (SW) BSc (Hons) Equine Veterinary Nursing Science (Top up) BSc (Hons) Equine Management BSc (Hons) Animal Management		
<b>Mode(s) of Delivery</b>	Full time		
<b>Codes</b>	<b>UCAS:</b> D310A/D311A	<b>JACS:</b> D310	
	<b>ISIS2:</b> D310	<b>HESA:</b>	
<b>Relevant QAA Subject Benchmark Statements</b>	Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences		
<b>Initial CAP Approval Date</b>	29 May 2014	<b>Initial CAP Approval Date</b>	03 February 2015
<b>Valid From:</b>	01 September 2013		
<b>Valid Until:</b>	01 September 2018		
<b>Version</b>	6.2		

## Part 2: Educational Aims of the Programme

The programme focuses on preparing individuals to become competent and accountable veterinary nurses. Students will gain a strong educational basis, integrated with professional competencies to enable them to upon completion be eligible to register as a Veterinary Nurse.

Graduates may continue in academic study and/or enter employment.

The programme will prepare learners with a foundation for lifelong learning and aims to:

- 1 Develop basic scientific principles and instil a knowledge and understanding of the animal in health and disease and use this understanding to study animals in the context of present day veterinary industry and nursing environment;
- 2 Provide students with the confidence and practical ability to apply knowledge and question practice;
- 3 Develop veterinary nursing knowledge and skills requisite to safe and effective practice to the industry standards;
- 4 Develop skills of enquiry and reflection that are essential to lifelong professional learning and development;
- 5 Meet the changing needs of industry;
- 6 Develop skills and qualities appropriate to all aspects of personal and working life by completing part of their study in a work environment;
- 7 Be adaptable to the changing demands of the business, business users and society;
- 8 Provide a basis for and encourages progression to degree qualifications.

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

To successfully pass this programme the student must achieve all of the learning outcomes identified in the modules, this includes a placement module of a minimum of 60 weeks (2100 hours) completed in a veterinary practice setting.

The veterinary practice setting allows students to develop their practical veterinary nursing competencies in a variety of nursing contexts, in addition the opportunity to develop career long professional relationships and future employment opportunities forms a significant part of the work based learning experience.

The Veterinary Nursing modules validated as part of this programme are accredited by the professional body, The Royal College of Veterinary Surgeons and successful completion allows recognition and entry to the Veterinary Nurses register.

### 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:

<b>Learning Outcomes:</b>		Anatomy for Veterinary Nurses	Animal Husbandry for Veterinary Nurses	Professional Veterinary Nursing Practice	Patient Care 1 for Veterinary Nurses	Placement Preparation for Veterinary Nurses	Pharmacy Management for Veterinary Nurses	Placement for Veterinary Nurses	Diagnostics for Veterinary Nurses	Surgical and Anaesthesia Practice for Veterinary Nurses	Patient Care 2 for Veterinary Nurses	Reflective Veterinary Nursing Practice	Undergraduate Research Process	Animal Therapy 1	Applied Equine Diagnostics & Therapy	Applied Animal Nutrition	Applied Equine Nutrition	New Venture Creation	
<b>A) Knowledge and understanding of:</b>																			
1	The principles which relate theory to practice in veterinary nursing science and related animal practice.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2	A sound knowledge of anatomical, physiological and nutritional principles related to animal health and disease.	√	√		√		√	√	√	√	√	√				√	√		
3	Principles behind the healing process in animals and common diseases and malfunctions of the body systems.	√	√		√		√	√	√	√	√	√							
4	Legislative, ethical and welfare issues in treating animals.		√	√	√		√	√	√	√	√	√							
5	The ability to apply underpinning principles of nursing techniques to animals in health and sickness.	√	√		√		√	√	√	√	√	√		√	√				
6	The purpose and relevance of IT applications and interpersonal relationships to the modern veterinary practice.			√		√		√				√							√
7	Business organisation in relation to the veterinary practice.			√			√	√		√									√
8	Academic skills to enable further study at honours level.	√	√	√	√	√	√	√	√	√	√	√	√						
<b>(B) Intellectual Skills</b>																			
1	Seek out, describe and interpret information in the field of Veterinary Nursing and Animal Health.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√			
2	Describe, interpret and organise data which can be used to defend an opinion formed on the basis of evidence.		√	√	√	√	√		√		√	√	√						√
3	Apply given techniques/methods accurately to a well-defined problem, draw appropriate conclusions and make recommendations.		√	√	√	√	√	√	√	√	√	√	√						√
4	Demonstrate the ability to identify, describe and analyse problem situations when in practice.							√				√							√
5	Demonstrate skills of analysis and decision making when discussing modern nursing techniques.			√				√				√							
6	Reflect on actions and priorities and formulate effective strategies for achieving goals.							√				√							√
7	Understand and apply numerical conventions, interpreting trends and data.						√				√	√	√						√
8	Debate issues in relation to more general ethical perspectives.		√	√	√		√	√	√	√	√	√							
<b>(C) Subject/Professional/Practical Skills</b>																			
1	Apply practical animal nursing skills, using knowledge and understanding based on scientific principles.	√	√	√	√	√	√	√	√	√	√	√							
2	Be competent to relevant industry standards.	√	√	√	√	√	√	√	√	√	√	√							
3	Recognise moral/ethical dilemmas and issues.		√	√	√	√	√	√	√	√	√	√		√	√				√

<b>Learning Outcomes:</b>		Anatomy for Veterinary Nurses	Animal Husbandry for Veterinary Nurses	Professional Veterinary Nursing Practice	Patient Care 1 for Veterinary Nurses	Placement Preparation for Veterinary Nurses	Pharmacy Management for Veterinary Nurses	Placement for Veterinary Nurses	Diagnostics for Veterinary Nurses	Surgical and Anaesthesia Practice for Veterinary Nurses	Patient Care 2 for Veterinary Nurses	Reflective Veterinary Nursing Practice	Undergraduate Research Process	Animal Therapy 1	Applied Equine Diagnostics & Therapy	Applied Animal Nutrition	Applied Equine Nutrition	New Venture Creation	
4	Be adaptable to the changing demands of a veterinary practice and individuals who engage with it.		√		√			√				√							√
<b>(D) Transferable skills and other attributes</b>																			
1	Communicate effectively with a wide range of individuals using a variety of means.	√	√	√	√	√	√	√	√	√	√	√							√
2	Reflect upon academic, vocational and professional performance.							√				√		√	√				
3	Utilise problem solving skills in a variety of theoretical and practical situations.	√	√	√	√	√	√	√	√	√	√	√							√
4	Respond to changing demands in the workplace.							√				√							√
5	Manage time effectively, prioritise workloads and recognise and manage personal emotions and stress.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
6	Understand career opportunities and challenges ahead and begin to plan a career path.			√		√		√				√							√
7	Use information management skills, for example: information technology, library resources, the use of information technology in the workplace.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

#### Part 4: Student Learning and Student Support

##### **Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated**

- At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face to face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.
- On the FdSc degree programme teaching is a mix of scheduled, independent and placement learning.

##### **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. 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.

##### **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.

### **Placement Learning**

To include a 60 week (2100 hours) (minimum) placement in an RCVS approved veterinary nursing training practice or equine veterinary nursing training practice. Learners will be supported throughout the programme through online web-based support and Digital Collection and individual tutorial sessions with a designated tutor.

### **Virtual Learning Environment (VLE)**

This specification is supported by a VLE where students will be able to find all necessary programme/module information. Direct links to information sources will also be provided from within the VLE.

### **Careers**

To support learner's career preparations, careers 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 distinctive features and support**

- 1 The purpose of the programme is to provide a balance of vocational and academic study that is intellectually challenging, vocationally relevant, and provides a foundation for pursuing a career within the veterinary and animal based sector; on successful completion of the programme, the student may register as a qualified veterinary nurse/equine veterinary nurse.
- 2 The Foundation degree programme reinforces academic knowledge and understanding, whilst supporting the development of vocational skills to equip the student with the skills and knowledge relevant to their employment. There has been substantial employer input in the design of the programme through vocational panels representing employers from the local area, thus identifying employer's needs and current skills shortages in veterinary nursing.
- 3 Essential principles and a range of concepts are introduced in the first year and the depth and the breadth of the subject, progressively explored over the following years through lectures, seminars, laboratory based practical, placement, visits, demonstrations self-evaluation and interactive learning through the world wide web. The range of modules throughout the programme of study introduces and develops knowledge and understanding of underpinning sciences, communication skills and diagnostic concepts.
- 4 The programme has been designed to build on the competencies of a wide spectrum of students. The students have the option to specialise in either small animal or equine veterinary nursing. This is the first programme which formally incorporates the Royal College of Veterinary Surgeons, Equine Veterinary Nursing Day One skills at foundation degree level providing a unique opportunity for students. The programme delivery maximises benefits of co-teaching with specialised seminars and practical sessions.
- 5 Students undertaking a Foundation degree will study alongside Honours degree students for many of their modules. Lectures and practical work may be shared, and students benefit from the differing strengths and experiences of each student cohort. Separate seminar work, assessment and tutorials given maintain the distinction between the two programmes whilst the shared teaching experience facilitates a smooth progression from Foundation degree to Honours degree, where appropriate.
- 6 A 60 week (2100 hours minimum) work placement is a compulsory and essential feature of the FdSc Veterinary Nursing Science and FdSc Equine Veterinary Nursing Science programmes. The placement incorporates the completion of the RCVS Day One Skills for Veterinary Nurses within the relevant placement module. The students are supported by the Veterinary Nursing Team with whom skills are developed to enable students to go into practice. Whilst in practice the students have continued support via tutor visits and, the placements are supported by the College Primary Centre and the Placement Co-ordinator. College contacts and expertise are used to ensure students gain the most from this important part of the programme.
- 7 Students are made aware that there are additional costs over and above the standard university fees involved with this programme of study; for example students are required to enrol with The RCVS as a student veterinary nurse, to provide personal protective equipment and uniform (as advised), to organise and provide their own accommodation during their placement, and to cover costs for any return to college time during placement (travel and accommodation etc.).
- 8 The programme may require students to undertake The RCVS examinations. These may include written and/or practical OSCE examinations.

## Part 5: Assessment

Approved variant to University [Academic Regulations and Procedures](#)

Students are required to gain a minimum of 40% in each component and element in any module that refers to either the current Veterinary Nursing National Occupational Standards and or RCVS Day one skills. No compensation or condonement may be applied to these modules.

Approved variant to University Academic Regulations and Procedures under B9 in order to meet professional body requirements. The requirement is that, in order to pass each module, students gain a minimum of 40% in each component and element in any module that refers to either the current Veterinary Nursing National Occupational Standards and or RCVS Day One skills for Veterinary Nurses. There will be no compensation or condonement applied to these modules, with the exception of the module titled The Professional Veterinary Nurse.

### Assessment Strategy

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

Assessments will take place throughout the programme and appropriate assessments will be used at each level to test both theoretical understanding and practical ability.

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** including; written examinations, practical examinations, practical skills assessments, oral assessment/presentations, written assignments. These are detailed in the following assessment map:

### Assessment Map for FdSc Veterinary Nursing Science (SW) and FdSc Equine Veterinary Nursing Science (SW)

		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
<b>Compulsory Modules Level 1</b>	Anatomy for Veterinary Nurses	A (50)		B (50)							
	Animal Husbandry for Veterinary Nurses	A (50)						B (50)			
	Professional Veterinary Nursing Practice						A (50)	B (50)			
	Patient Care 1 for Veterinary Nurses	A (25)			A (25)			B (50)			
	Placement Preparation for Veterinary Nurses				A (50)			B (50)			
	Pharmacy Management for Veterinary Nurses	A (50)					B (50)				
<b>Compulsory Modules Level 2</b>	Placement for Veterinary Nurses					A (P/F)	B (80)				B (20)
	Diagnostics for Veterinary Nurses	A (50)			B (50)						
	Surgical & Anaesthesia Practice for Veterinary Nurses	A (50)			B (50)						
	Patient Care 2 for Veterinary Nurses	A (50)						B (50)			
	Reflective Veterinary Nursing Practice				A (P/F)			B (100)			
<b>Optional Modules Level 2</b>	Undergraduate Research Process	A (40)						B (60)			
	Animal Therapy 1						A (100)				
	Applied Equine Diagnostics & Therapy						A (100)				
	Applied Animal Nutrition	A (50)							B (50)		
	Applied Equine Nutrition				A (100)						
	New Venture Creation								B (60)		A (40)

\*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

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


\*These modules refer to either the current Veterinary Nursing National Occupational Standards and/or The RCVS Day One Skills for Veterinary Nurses

### FdSc Veterinary Nursing Science (SW)

ENTRY	Compulsory Modules	Optional Modules	Interim Awards
	Year 1 / Level 1	Anatomy for Veterinary Nurses* (UINXNP-30-1) Animal Husbandry for Veterinary Nurses* (UINXNT-15-1) Professional Veterinary Nursing Practice* UINXPX-15-1) Patient Care 1 for Veterinary Nurses* UINXPY-30—1) Placement Preparation for Veterinary Nurses* (UINXQ3-15-1) Pharmacy Management for Veterinary Nurses* (UINXQ4-15-1)	<p>Not applicable</p> <p>Certificate in Animal Science Credit Requirements: 60 credits at level 0 or above of which not less than 50 are at level 1 or above.</p> <p><u>CertHE Veterinary Health Studies</u> Credit Requirements: 120 credits at level 0 or above of which not less than 100 are at level 1 or above.</p> <p>TARGET AWARD: <u>FdSc Veterinary Nursing Science (SW)</u></p>
	Year 2 / Level 2	Placement for Veterinary Nurses* (UINVL8-45-2) A 60 week (2100 hours) (minimum) work placement in an RCVS approved veterinary nursing training practice	<p>Not applicable</p> <p>Credit Requirements: 240 credits at level 0 or above of which not less than 220 are at level 1 or above, and not less than 100 are at level 2 or above, including all compulsory modules .</p>
	Year 3 / Level 2	Diagnostics for Veterinary Nurses* (UINXQ6-15-2) Surgical and Anaesthesia Practice for Veterinary Nurses* (UINXQ7-15-2) Patient Care 2 for Veterinary Nurses* (UINXQ8-15-2) Reflective Veterinary Nursing Practice* (UINVL9-15-2)	<p>Undergraduate Research Process (UINXU5-15-2) Animal Therapy 1 (UINXU4-15-2) Applied Equine Diagnostics &amp; Therapy (UIEXR6-15-2) Applied Animal Nutrition (UINXSP-15-2) Applied Equine Nutrition (UIEXR7-15-2) New Venture Creation (UISXTX-15-2)</p>
<b>GRADUATION</b>			



## FdSc Equine Veterinary Nursing Science (SW)

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Year 1 / Level 1	Anatomy for Veterinary Nurses* (UINXNP-30-1) Animal Husbandry for Veterinary Nurses* (UINXNT-15-1) Professional Veterinary Nursing Practice* UINXPX-15-1) Patient Care 1 for Veterinary Nurses* UINXPY-30—1) Placement Preparation for Veterinary Nurses* (UINXQ3-15-1) Pharmacy Management for Veterinary Nurses* (UINXQ4-15-1)	Not applicable	<u>Certificate in Animal Science</u> Credit Requirements: 60 credits at level 0 or above of which not less than 50 are at level 1 or above.  <u>CertHE Equine Veterinary Health Studies</u> Credit Requirements: 120 credits at level 0 or above of which not less than 100 are at level 1 or above.  TARGET AWARD: <u>FdSc Equine Veterinary Nursing Science (SW)</u>
	Year 2 / Level 2	Placement for Veterinary Nurses* (UINVL8-45-2) A 60 week (2100 hours) (minimum) work placement in an RCVS approved veterinary nursing training practice	Not applicable	Credit Requirements: 240 credits at level 0 or above of which not less than 220 are at level 1 or above, and not less than 100 are at level 2 or above, including all compulsory modules.
	Year 3 / Level 2	Diagnostics for Veterinary Nurses* (UINXQ6-15-2) Surgical and Anaesthesia Practice for Veterinary Nurses* (UINXQ7-15-2) Patient Care 2 for Veterinary Nurses* (UINXQ8-15-2) Reflective Veterinary Nursing Practice* (UINVL9-15-2)	Undergraduate Research Process (UINXU5-15-2) Animal Therapy 1 (UINXU4-15-2) Applied Equine Diagnostics & Therapy (UIEXR6-15-2) Applied Animal Nutrition (UINXSP-15-2) Applied Equine Nutrition (UIEXR7-15-2) New Venture Creation (UISXTX-15-2)	
<b>GRADUATION</b>				

### Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions:

All suitable applicants will be interviewed prior to an offer being made.

Applicants must provide evidence which demonstrates to the University's satisfaction that they can benefit from study at foundation degree level and are likely to achieve the required standard.

Applicants must achieve the current published UCAS Tariff Points (to include one A2 in Biology) or equivalent.

Students must have achieved five subjects (at Grade C or above) including English, Mathematics and Science at GCSE level, or equivalent.

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 an undergraduate degree programme. Applicants with non-standard entry criteria will be reviewed on an individual basis. This will take the form of an individual interview with members of the programme team and possibly the completion of a set task such as a written assignment. Where appropriate experience or learning has been gained prior to enrolment on the programme AL/AEL may be possible.

Applicants whose first language is not English must also gain a minimum IELTS score of 7.0 prior to entry onto the programme and in addition to this provide a NARIC equivalency certificate where appropriate.

Applicants will undertake an interview with members of the programme team.

## Part 8: Reference Points and Benchmarks

The learning outcomes for the programme have been developed with reference to the qualification descriptors used in the QAA Framework for Higher Education Qualifications. The QAA Foundation degree qualification benchmarks describe the distinctive features of a qualification at this level, its purpose, general characteristics and generic outcomes. In particular the following characteristics of the Foundation degree have been considered; employer involvement, accessibility, progression, flexibility, partnership, monitoring, review and vocational orientation which will allow students to perform effectively in their chosen field.

### **QAA Subject Benchmark Statement: Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences**

- 1 This statement has 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.
- 2 The statement makes explicit the nature and the standard of degree awards in the subject areas of the land-based industries, related applied biological sciences, rural studies and consumer sciences and studies. The statement clarifies the boundaries of each subject area and provides valid frames of reference within which a degree in a discipline should be offered.
- 3 The statement considers programmes that include academically rigorous study of material which will be applicable in the work place and to society, and takes into account the extent to which programmes of study and work allows students entering the higher education system to choose a course with an emphasis suited to their needs and aspirations.

### **QAA Subject Benchmark Statement: Code of Practice for the Assurance of Academic Quality and Standards in Higher Education. Placement Learning (QAA 2007)**

- 1 This document is a code of practice for work-based and placement learning in programmes awarded by UK higher education institutions. It is one of a number of documents, which forms an overall Code of practice for the guidance of higher education institutions subscribing to the Quality Assurance Agency for Higher Education (QAA) and other bodies offering UK higher education.
- 2 The Code of practice supports quality assurance in higher education and identifies a series of principles covering matters relating to the management of academic quality and standards. It provides a reference point to ensure conscious, active and systematic assurance of the academic quality and standards of programmes, awards and qualifications.

### **University teaching and learning policies**

- 1 University of the West of England Learning and Teaching Strategy;
- 2 University of the West of England Assessment Strategy;
- 3 University of the West of England Work based Learner Policy.

These have been used to ensure that the quality of learning, teaching and assessment on this programme adheres to the university's framework of academic regulations, procedures and working practices that enable the assurance of academic standards.

### **Regulatory body**

- 1 LANTRA Veterinary Nursing Occupational Standards;
- 2 RCVS Day One Skills for veterinary Nurses.

These have been utilised to ensure that the programme content covers all of the necessary skills, knowledge and understanding required to competently carry out the role of a veterinary nurse in veterinary practice.

In addition the following benchmarks have been taken into consideration:

- 1 QAA Veterinary Nursing benchmark statements (on publication);
- 2 QAA Foundation Degree Qualification benchmark;
- 3 Code of Practice for the Assurance of Academic Quality and Standards in Higher Education: Placement Learning;
- 4 The Framework for Higher Education Qualifications in England Wales and Northern Ireland - Foundation Degree QAA document;
- 5 Foundation Degree: qualification benchmark;
- 6 University Teaching and Learning Policies: University of the West of England Learning and Teaching Strategy;
- 7 Employer interaction/feedback: Field of Animal Science Vocational Panel meetings;
- 8 The University Framework;

- 9 Overview report on foundation degree reviews;
- 10 QAA guidelines for preparing for validations;
- 11 Equine Industry Occupational and Functional Map Draft Version 1 by LANTRA – Sector Skills - Council for environmental and land-based sector;
- 12 LANTRA Foundation Degree Sectoral Framework for Animal Health and Welfare;
- 13 Equine Industry Occupational and Functional Map Draft Version 1 by LANTRA – Sector Skills Council for environmental and land-based sector;
- 14 LANTRA Foundation Degree Sectoral Framework for Animal Health and Welfare.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

In order to evaluate and improve the quality and standards of learning and therefore facilitate the development of the programme, feedback from the professional body, current students, graduates and employers has been requested, taken into consideration and utilised.

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](#).