

**Programme Design Template  
CDA3 Programme specification (2012-13)**



University of the  
West of England

**CORPORATE AND ACADEMIC SERVICES**

**PROGRAMME SPECIFICATION**

Part 1: Basic Data			
<b>Awarding Institution</b>	Hartpury		
<b>Teaching Institution</b>	Hartpury		
<b>Delivery Location</b>	Hartpury		
<b>Faculty responsible for programme</b>	Hartpury		
<b>Department responsible for programme</b>	Hartpury		
<b>Modular Scheme Title</b>	Equine/Animal Behaviour and Welfare		
<b>Professional Statutory or Regulatory Body Links</b>	None		
<b>Highest Award Title</b>	MRes Equestrian Performance (D4C61); or MRes Animal Behaviour and Welfare (D32A1)		
<b>Default Award Title</b>	None.		
<b>Fall-back Award Title</b>	None.		
<b>Interim Award Titles</b>	PG Certificate Equestrian Performance/Animal Behaviour and Welfare PG Diploma Equestrian Performance/Animal Behaviour and Welfare		
<b>UWE Progression Route</b>	None.		
<b>Mode(s) of Delivery</b>	Full Time; Part Time		
<b>Codes</b>	<b>UCAS:</b> D4C61 (EP) D32A1 (ABW)	<b>JACS:</b> D422 (EP) D300 (ABW)	
	<b>ISIS2:</b> D4C612 (EP) D32A12 (ABW)	<b>HESA:</b>	
<b>Relevant QAA Subject Benchmark Statements</b>	Agriculture, forestry, agricultural sciences, food sciences and consumer sciences 2009		
<b>Initial CAP Approval Date</b>	12 March 2013	Revised CAP Date	V1 - 12 March 2013 V1.1- 06 July 2015 V1.2- 18 February 2016 V2- 07 July 2016
<b>Valid from</b>	01 September 2013		
<b>Valid until Date</b>	01 September 2020		
<b>Version</b>	2		

## Part 2: Educational Aims of the Programme

The MRes offers students a unique opportunity to conduct a personalised research project, and enhance their career prospects, fully supported by expert staff and good facilities. Research at Hartpury involves a range of research projects and collaborative work with other academic institutions and industry related bodies. This research active ethos will facilitate high quality student research output and a positive postgraduate experience.

This programme will deliver focused specialist study in either the field of equestrian performance or animal behaviour and welfare, at an advanced, research-led level. This programme involves a combination of taught and research based modules. Students will formulate and execute a significant investigative project of research in their subject area to consolidate and extend their specialist knowledge and critical thinking. Students will have the opportunity to develop and use a range of specialised research skills and methods, including data analysis and modelling, benefitting from application of new skills in the practical environment offered. The programme's educational aims will:

- 1 Provide students with a detailed knowledge and understanding of equestrian performance or animal behaviour and welfare affiliated to their own subject specialism;
- 2 Promote an increased understanding and awareness of the application of scientific principles to their subject specialism;
- 3 Develop the ability to apply scientific knowledge and technical skills in research;
- 4 Establish the ability to utilise effective and modern methods for interpreting, analysing and describing scientific data;
- 5 Promote active and reflective students with the desire to progress within their field;
- 6 Embed the skills required to enable the undertaking of independent research;
- 7 Develop the ability to solve complex problems by critical understanding, analysis and synthesis;
- 8 Enhance the ability to communicate, in writing and verbally, scientific results and information in research.

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

Students who have completed the MRes programme will have demonstrated their ability to conduct and complete independent research and manage a research project from conception to a successful conclusion. They will have expanded their knowledge and understanding within their subject specialism and developed skills in critical analysis, synthesis and evaluation. They will also be able to apply the critical skills they have developed to solve complex problems, develop new ideas and evaluate current processes and practices in theoretical and practical situations. Students will have developed the ability to communicate effectively with a wide range of individuals using a variety of means. They will be able to manage their own time, prioritise workloads and evaluate their own academic, vocational and professional performance.

## 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:** **EQUESTRIAN PERFORMANCE**

	Extended Postgraduate Dissertation (UINVL6-120-M)	The Research Process (UINXKT-15-M)	Postgraduate Independent Study (UINVL4-15-M)	Equine Behaviour and Welfare (UIEXQW-30-M)	Applied Equine Exercise Physiology (UIEXKX-30-M)	Investigating Equestrian Research (UIEV6Y-15-M)	Therapy and Rehabilitation for the Equine Athlete (UIEXKS-15-M)	Rider Performance (UIEXKR-15-M)
<b>A) Knowledge and understanding of:</b>								
1	A broad knowledge and understanding of theories, concepts, research paradigms and critical awareness of problems associated with the field of equestrian performance, pertaining to the individual's subject specialism.							
2	A comprehensive understanding of techniques applicable to research in the area of equestrian performance leading to potential publication or advanced scholarship;							
	✓		✓	✓	✓	✓	✓	✓
	✓	✓						

<b>Learning Outcomes: <u>(EQUESTRIAN PERFORMANCE)</u></b>		<b>Extended Postgraduate Dissertation (UJNVL6-120-M)</b>	<b>The Research Process (UJNKT-15-M)</b>	<b>Postgraduate Independent Study (UJNVL4-15-M)</b>	<b>Equine Behaviour and Welfare (UJEXQW-30-M)</b>	<b>Applied Equine Exercise Physiology (UJEXKX-30-M)</b>	<b>Investigating Equestrian Research (UJEV6Y-15-M)</b>	<b>Therapy and Rehabilitation for the Equine Athlete (UJEXKS-15-M)</b>	<b>Rider Performance (UJEXKR-15-M)</b>
3	Theoretical and practical scientific methodology to enable them to be competent, within their field, in designing research and facilitating management of research projects, including data interpretation and analysis, and scientific writing and presentation.	✓	✓	✓	✓	✓	✓	✓	✓
<b>(B) Intellectual Skills</b>									
1	Apply the skills needed for academic study or enquiry;	✓	✓	✓	✓	✓	✓	✓	✓
2	Apply critical analysis, evaluation and synthesis to their subject area;	✓		✓	✓	✓	✓	✓	✓
3	Construct a coherent argument or debate;	✓		✓	✓	✓	✓	✓	✓
4	Evaluate research hypotheses, methodologies and evidence within the context of equestrian performance and their individual field;	✓	✓	✓	✓	✓	✓	✓	✓
5	Articulate reason from the particular to the general;	✓		✓				✓	
6	Plan, conduct and report a programme of original research;	✓							
7	Evaluate best practices and apply to problem solving in the context of their subject field;			✓				✓	
8	Demonstrate proficiency in data analysis appropriate to the subject area;	✓	✓		✓	✓	✓	✓	✓
9	Engage directly with current research and employ knowledge gained to apply a multidisciplinary approach to solve and propose solutions to research paradigms in their field;	✓		✓	✓	✓	✓	✓	✓
10	Complete and disseminate the results of an independent research project to the wider field of equestrian performance.	✓		✓					
<b>(C) Subject/Professional/Practical Skills</b>									
1	Demonstrate project management skills and manage a research project from conception to a successful conclusion;	✓	✓	✓					
2	Display advanced critical skills in their area of expertise;	✓	✓	✓	✓	✓	✓	✓	✓
3	Demonstrate detailed knowledge of appropriate statistical techniques;	✓	✓						
4	Display fluent practical competency in the use of technical equipment related to their field of research;	✓				✓	✓	✓	✓
5	Communicate information regarding scientific studies to academic, professional and lay audiences;	✓			✓	✓		✓	
6	Conduct independent research.	✓	✓	✓					
<b>(D) Transferable skills and other attributes</b>									
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 ;	✓	✓	✓	✓	✓	✓	✓	✓
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	Develop information management skills e.g. IT skills.	✓	✓	✓	✓	✓	✓	✓	✓

### 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> <b><u>(ANIMAL BEHAVIOUR AND WELFARE)</u></b>		Extended Postgraduate Dissertation (UINV6-120-M)	The Research Process (UINXKT-15-M)	Advances in Animal Behaviour (UINXKL-15-M)	Contemporary Issues in Animal Welfare Science (UINXKM-15-M)	Postgraduate Independent Study (UINV4-15-M)	Equine Behaviour and Welfare (UIEXQW-30-M)	Wildlife Conflict (UINV6D-15-M)	Reflection on practice (UINV6B-15-M)
<b>A) Knowledge and understanding of:</b>									
1	A broad knowledge and understanding of theories, concepts, research paradigms and critical awareness of problems associated with the field of animal behaviour and welfare, pertaining to the individual's subject specialism.	✓		✓	✓	✓	✓	✓	✓
2	A comprehensive understanding of techniques applicable to research in the area of animal behaviour and welfare leading to potential publication or advanced scholarship;	✓	✓						
3	Theoretical and practical scientific methodology to enable them to be competent, within their field, in designing research and facilitating management of research projects, including data interpretation and analysis, and scientific writing and presentation.	✓	✓	✓	✓		✓	✓	
<b>(B) Intellectual Skills</b>									
1	Apply the skills needed for academic study or enquiry;	✓	✓	✓	✓	✓	✓	✓	✓
2	Apply critical analysis, evaluation and synthesis to their subject area;	✓		✓	✓	✓	✓	✓	✓
3	Construct a coherent argument or debate;	✓		✓	✓	✓	✓	✓	
4	Evaluate research hypotheses, methodologies and evidence within the context of animal behaviour and welfare, and their individual field;	✓	✓	✓	✓	✓	✓	✓	
5	Articulate reason from the particular to the general;	✓				✓	✓		
6	Plan, conduct and report a programme of original research;	✓					✓		
7	Evaluate best practices and apply to problem solving in the context of their subject field;	✓			✓	✓	✓		✓
8	Demonstrate proficiency in data analysis appropriate to the subject area;	✓	✓						
9	Engage directly with current research and employ knowledge gained to apply a multidisciplinary approach to solve and propose solutions to research paradigms in their field;	✓		✓	✓	✓	✓	✓	
10	Complete and disseminate the results of an independent research project to the wider field of animal behaviour and welfare.	✓		✓		✓	✓	✓	✓
<b>(C) Subject/Professional/Practical Skills</b>									
1	Demonstrate project management skills and manage a research project from conception to a successful conclusion;	✓				✓			

<b>Learning Outcomes: (ANIMAL BEHAVIOUR AND WELFARE)</b>		Extended Postgraduate Dissertation (UINVL6-120-M)	The Research Process (UINXKT-15-M)	Advances in Animal Behaviour (UINXKL-15-M)	Contemporary Issues in Animal Welfare Science (UINXKM-15-M)	Postgraduate Independent Study (UINVL4-15-M)	Equine Behaviour and Welfare (UIEXQW-30-M)	Wildlife Conflict (UINV6D-15-M)	Reflection on practice (UINV6B-15--M)
2	Display advanced critical skills in their area of expertise;	✓	✓	✓	✓	✓	✓	✓	✓
3	Demonstrate detailed knowledge of appropriate statistical techniques;	✓	✓						
4	Display fluent practical competency in the use of technical equipment related to their field of research;	✓		✓	✓			✓	
5	Communicate information regarding scientific studies to academic, professional and lay audiences;	✓		✓			✓	✓	
6	Conduct independent research.	✓				✓			
<b>(D) Transferable skills and other attributes</b>									
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;	✓	✓	✓	✓	✓	✓	✓	✓
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	Develop information management skills e.g. IT skills.	✓	✓	✓	✓	✓	✓	✓	✓

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

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

On the MRes programmes teaching is a mix of scheduled and independent sessions with a distinct emphasis on supporting the development of autonomous learning in the student. Students will be expected to engage in a significant amount of independent study during this programme. Students will not be able to complete the programme successfully without undertaking the required amount of independent learning. This independent study will be a combination of individual, pair and group activities to ensure that students remain engaged with their programme while not on campus.

##### **Scheduled learning**

Includes lectures, seminars, tutorials, project supervision, practical work and fieldwork. Scheduled sessions may vary slightly depending on the module choices made.

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

##### ***Independent learning***

Includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

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

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

##### **Description of any Distinctive Features**

- 1 The delivery mode encompasses a flexible approach with taught component delivery incorporating condensed block delivery geared to meet the needs of National and International students, facilitate access to specialist resources and enable utilisation of specialist external consultants/academics.
- 2 Students will also be required to attend 6 compulsory tutorials with their academic tutor during the academic year.
- 3 Students will be supported throughout the programme through the VLE, individual module material and individual tutorial sessions with a designated academic tutor. Additional support will be provided remotely via email, phone and current technologies (e.g. video-conferencing, Skype).
- 4 Students will have the opportunity to meet and interact with other postgraduate students by holding a 'postgraduate' event at the College to which postgraduates from other local HEIs, employers and sponsors of research will be invited. The event 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.
- 5 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.

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

- 6 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.
- 7 The flexible, modular structure of the programme allows a student to complete the programme within a twelve month period or to spread studying over a longer period of time to fit in with external commitments.
- 8 The Animal and Equine industries are complex and continually developing in response to emerging knowledge and understanding of individual animals and our relationships with them. This creates a vibrant market for both the equine and animal postgraduate researcher to underpin improvements in health, welfare and performance. Hartpury students are in a strong position to learn advanced research skills and develop strong industry links supporting employability providing them, both nationally and internationally, with much needed opportunities to complete a focused research degree.
- 9 The MRes offers students a unique opportunity to conduct a personalised research project, and enhance their career prospects, fully supported by world class staff and facilities. Research at Hartpury involves a range of research projects and collaborative work with other academic institutions and industry related bodies. This cultures a research active environment which will facilitate high quality student research output and a positive postgraduate experience.
- 10 Hartpury College has an outstanding reputation for the quality of its animal and equine programmes, events and facilities. The resources that support the programmes are state-of-the-art and are continually developing.
- 11 Our established record of individual academic and research success UWEHartpury offers exceptional facilities to help a student achieve their full potential. The lecturing team are highly qualified in a broad range of specialisms and are enthusiastic in imparting knowledge to, and supporting, keen and willing students. We strongly encourage students to attend and participate in National and International Conferences.

#### Part 5: Assessment

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

##### Assessment Strategy

The assessment strategy has been designed to promote effective learning and engagement and to ensure that student knowledge, understanding, abilities and skills required for this programme can be comprehensively evaluated.

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; essays, posters, presentations, practical exams and written examinations). These are detailed in the following assessment map:

### Assessment Map for MRes **Equestrian Performance**

		Type of assessment							
		Unseen Written Exam	Practical Exam	Poster Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
<b>Compulsory Modules</b>	The Research Process (UINXKT-15-M)				A (30)	B (70)			
	Extended Postgraduate Dissertation (UINVL6-120-M)				A (10)		A (10)	A (80)	
<b>Optional Modules</b>	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 Map for MRes **Animal Behaviour and Welfare**

		Unseen Written Exam	Practical Exam	Poster Assessment	Oral assessment and/or presentation	Visual Media Assessment and/or presentation	Written Assignment	Report / Project	Dissertation	E-Portfolio
		<b>Compulsory Modules</b>	The Research Process (UINXKT-15-M)				A (30)		B (70)	
Extended Postgraduate Dissertation (UINVL6-120-M)					A (10)			A (10)	A (80)	
Advances in Animal Behaviour (UINXKL-15-M)	A (50)			B (50)						
Contemporary Issues in Animal Welfare Science (UINXKM-15-M)			A (50)					B (50)		
<b>Optional Modules</b>	Postgraduate Independent Study (UINVL4-15-M)						A (100)			
	Equine Behaviour and Welfare (UIEXQW-30-M)				A (40)		B (60)			
	Wildlife Conflict (UINV6D-15-M)					A (50)		B (50)		



	Reflection on Practice (UINV6B-15- M)					A (30)				B (70)
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\*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

### Equestrian Performance

**The regulations state that the minimum amount of time a full-time student can take to complete is 12 months and the maximum is 18 months**

ENTRY	Compulsory Modules	Optional Modules	Interim Award
Year 1 Semester 1	<ol style="list-style-type: none"> <li>1 The Research Process (UINXKT-15-M)</li> </ol>	Combination of any of the below modules to make a total of 45 credits. <ol style="list-style-type: none"> <li>1 Applied Equine Exercise Physiology (UIEXKX-30-M)</li> <li>2 Equine Behaviour and Welfare (UIEXQW-30-M)</li> <li>3 Postgraduate Independent Study (UINVL4-15-M)</li> </ol>	<u>PG Certificate (Equestrian Performance)</u> Credit requirements: 60 credits at level 3 or above of which not less than 40 are at level M, and to consist of a combination of any of the below. <ol style="list-style-type: none"> <li>1 Equine Behaviour and Welfare (UIEXQW-30-M)</li> <li>2 Postgraduate Independent Study (UINVL4-15-M)</li> </ol>
Year 1 Semester 2 – Year 2 Semester 1	<ol style="list-style-type: none"> <li>1 Extended Postgraduate Dissertation (UINVL6-120-M)</li> </ol>	<ol style="list-style-type: none"> <li>1 Investigating Equestrian Research (UIEV6Y-15-M)</li> <li>2 Rider Performance (UIEXKR-15-M)</li> <li>3 Therapy &amp; Rehabilitation of the Equine Athlete (UIEXKS-15-M)</li> </ol>	<ol style="list-style-type: none"> <li>3 Applied Equine Exercise Physiology (UIEXKX-30-M)</li> <li>4 Investigating Equestrian Research (UIEV6Y-15-M)</li> <li>5 Rider Performance (UIEXKR-15-M)</li> <li>6 Therapy &amp; Rehabilitation of the Equine Athlete (UIEXKS-15-M)</li> </ol> <u>PG Diploma (Equestrian Performance)</u> Credit requirements: 120 credits at level 3 or above of which not less than 80 are at level M, and to consist of a combination of any of the below. <ol style="list-style-type: none"> <li>1 Applied Equine Exercise Physiology (UIEXKX-30-M)</li> <li>2 Equine Behaviour and Welfare (UIEXQW-30-M)</li> <li>3 Postgraduate Independent Study (UINVL4-15-M)</li> <li>4 Investigating Equestrian Research (UIEV6Y-15-M)</li> <li>5 Rider Performance (UIEXKR-15-M)</li> <li>6 Therapy &amp; Rehabilitation of the Equine Athlete (UIEXKS-15-M)</li> <li>7 Postgraduate Dissertation (UINVL5-60-M)</li> </ol>
GRADUATION			

**Part time:**

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical part time student. Part time students will take a combination of core and optional modules every year which will suit their own particular situation and learning needs. The regulations for this type of programme state that the minimum amount of time a part-time student can take to complete is 18 months and the maximum is 36 months.

**Equestrian Performance**

ENTRY		Compulsory Modules	Optional Modules	Interim Award
Year 1. Semester 1	1	The Research Process (UINXKT-15-M)	1 x 15C module from the following choice 1 Applied Equine Exercise Physiology (UIEXKX-30-M) 2 Equine Behaviour and Welfare (UIEXQW-30-M)	<u>PG Certificate Equestrian Performance</u> Credit requirements: 60 credits at level 3 or above of which not less than 40 are at level M, and to consist of a combination of any of the below. 2 x 15C modules from the following choices. 1 Applied Equine Exercise Physiology (UIEXKX-30-M) 2 Equine Behaviour and Welfare (UIEXQW-30-M) 3 Postgraduate Independent Study (UINVL4-15-M) 4 Investigating Equestrian Research (UIEV6Y-15-M) 5 Rider Performance (UIEXKR-15-M) 6 Therapy & Rehabilitation of the Equine Athlete (UIEXK2-15-M)
	Year 1. Semester 2		2 x 15C modules from the following choices. 1 Investigating Equestrian Research (UIEV6Y-15-M) 2 Rider Performance (UIEXKR-15-M) 3 Therapy & Rehabilitation of the Equine Athlete (UIEXK2-15-M) 4 Postgraduate Independent Study (UINVL4-15-M)	
	Year 2 Semester 1 +2 or Year 2 & 3	1	Extended Postgraduate Dissertation (UINVL6-120-M)	
<b>GRADUATION</b>				

## Part 6: Programme Structure

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

- 4 level and credit requirements
- 5 interim award requirements
- 6 module diet, including compulsory and optional modules

### Animal Behaviour and Welfare

**The regulations state that the minimum amount of time a full-time student can take to complete is 12 months and the maximum is 18 months.**

ENTRY	Compulsory Modules	Optional Modules	Interim Award
Year 1 Semester 1	<ul style="list-style-type: none"> <li>1 The Research Process (UINXKT-15-M)</li> <li>2 Advances in Animal Behaviour (UINXKL-15-M)</li> <li>3 Contemporary Issues in Animal Welfare Science (UINXKM-15-M)</li> </ul>	<ul style="list-style-type: none"> <li>1 Postgraduate Independent Study; (UINV4-15-M)</li> <li>2 Equine Behaviour and Welfare (UIEXQW-30-M)</li> <li>3 Wildlife Conflict (UINV6D-15-M)</li> <li>4 Reflection on practice (UINV6B-15-M)</li> </ul>	<p><u>PG Certificate Animal Behaviour and Welfare</u> Credit requirements: 60 credits at level 3 or above of which not less than 40 are at level M, and to consist of the following:</p> <ul style="list-style-type: none"> <li>1 Advances in Animal Behaviour (UINXKL-15-M)</li> <li>2 Contemporary Issues in Animal Welfare Science (UINXKM-15-M)</li> </ul> <p>Plus two choices of any of the below:</p> <ul style="list-style-type: none"> <li>3 The Research Process (UINXKT-15-M)</li> <li>4 Postgraduate Independent Study (UINV4-15-M)</li> <li>5 Wildlife Conflict (UINV6D-15-M)</li> <li>6 Reflection on practice (UINV6B-15-M)</li> </ul> <p>Or the following:</p> <ul style="list-style-type: none"> <li>7 Equine Behaviour and Welfare (UIEXQW-30-M)</li> </ul>
Year 2 Semester 1 +2 or Year 2 & 3	<ul style="list-style-type: none"> <li>1 Extended Postgraduate Dissertation (UINV6-120-M)</li> </ul>		<p><u>PG Certificate in Applied Animal Welfare</u> Credit requirements: 60 credits at level 3 or above of which not less than 40 are at level M, and to consist of the following:</p> <ul style="list-style-type: none"> <li>1. Contemporary Issues in Animal Welfare (UINXKM-15-M)</li> <li>2. Reflection on practice (UINV6B-15-M)</li> </ul> <p>Plus two choices of any of the below:</p> <ul style="list-style-type: none"> <li>3. The Research Process (UINXKT-15-M)</li> <li>4. Postgraduate Independent Study (UINV4-15-M)</li> <li>5. Wildlife Conflict (UINV6D-15-M)</li> <li>6. Advances in Animal Behaviour (UINXKL-15-M)</li> </ul> <p>Or the following:</p> <ul style="list-style-type: none"> <li>7. Equine Behaviour and Welfare (UIEXQW-30-M)</li> </ul> <p><u>PG Diploma Animal Behaviour and Welfare</u> Credit requirements: 120 credits at level 3 or above of which not less than 80 are at level M, and to consist of a combination of any of the below.</p> <ul style="list-style-type: none"> <li>1. The Research Process (UINXKT-15-M)</li> <li>2. Advances in Animal Behaviour (UINXKL-15-M)</li> <li>3. Contemporary Issues in Animal Welfare (UINXKM-15-M)</li> <li>4. Postgraduate Independent Study (UINV4-15-M)</li> <li>5. Equine Behaviour and Welfare (UIEXQW-30-M)</li> <li>6. Wildlife Conflict (UINV6D-15-M)</li> <li>7. Reflection on practice (UINV6B-15-M)</li> <li>8. Postgraduate Dissertation (UINV6-120-M) (Year 1.2)</li> </ul>
<b>GRADUATION</b>			

**Part time:**

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical part time student.

Part time students will take a combination of core and optional modules every year which will suit their own particular situation and learning needs. The regulations for this type of programme state that the minimum amount of time a part-time student can take to complete is 18 months and the maximum is 36 months.

**Animal Behaviour and Welfare**

ENTRY		Compulsory Modules	Optional Modules	Interim Award	
Year 1.Semester 1	1	The Research Process (UINXKT-15-M); plus either		<u>PG Certificate Animal Behaviour and Welfare</u> Credit requirements: 60 credits at level 3 or above of which not less than 40 are at level M, and to consist of the following: 1 Advances in Animal Behaviour (UINXKL-15-M) 2 Contemporary Issues in Animal Welfare Science (UINXKM-15-M) Plus two choices of any of the below: 3 The Research Process (UINXKT-15-M) 4 Postgraduate Independent Study (UINVL4-15-M)	
	2	Advances in Animal Behaviour (UINXKL-15-M); or			
Year 1.Semes	3	Contemporary Issues in Animal Welfare Science (UINXKM-15-M)			
			Postgraduate Independent Study (UINVL4-15-M)		
Year 2 Semester 1 . or Year 2 and 3 (for dissertation)	1	Advances in Animal Behaviour (UINXKL-15-M); or	Plus (if not completed Independent Study) can take 1. Equine Behaviour and Welfare (UIEXQW-30-M), or 2. Wildlife Conflict (UINV6D-15-M); or 3. Reflection on practice. (UINV6B-15-M)	<u>PG Certificate Animal Behaviour and Welfare</u> Credit requirements: 60 credits at level 3 or above of which not less than 40 are at level M, and to consist of the following: 1. Advances in Animal Behaviour (UINXKL-15-M) 2. Contemporary Issues in Animal Welfare Science (UINXKM-15-M) Plus two choices of any of the below: 3. The Research Process (UINXKT-15-M) 4. Postgraduate Independent Study (UINVL4-15-M) 5. Wildlife Conflict (UINV6D-15-M) 6. Reflection on practice (UINV6B-15-M) Or the following: 7. Equine Behaviour and Welfare (UIEXQW- 30-M)  <u>PG Certificate in Applied Animal Welfare</u> Credit requirements: 60 credits at level 3 or above of which not less than 40 are at level M, and to consist of the following: 1. Contemporary Issues in Animal Welfare (UINXKM-15-M) 2. Reflection on practice (UINV6B-15-M) Plus two choices of any of the below: 3. The Research Process (UINXKT-15-M) 4. Postgraduate Independent Study (UINVL4-15-M) 5. Wildlife Conflict (UINV6D-15-M) 6. Advances in Animal Behaviour (UINXKL-15-M) Or the following: 7. Equine Behaviour and Welfare (UIEXQW- 30-M)  <u>PG Diploma Animal Behaviour and Welfare</u> Credit requirements: 120 credits at level 3 or above of which not less than 80 are at level M, and to consist of a combination of any of the below. 1. The Research Process (UINXKT-15-M) 2. Advances in Animal Behaviour (UINXKL-15-M) 3. Contemporary Issues in Animal Welfare (UINXKM-15-M) 4. Postgraduate Independent Study (UINVL4-15-M) 5. Equine Behaviour and Welfare (UIEXQW-30-M) 6. Wildlife Conflict (UINV6D-15-M) 7. Reflection on practice (UINV6B-15-M) 8. Postgraduate Dissertation (UINVL5-60-M) (Year 1.2)	
	2	Contemporary Issues in Animal Welfare Science (UINXKM-15-M);			
	3	Extended Postgraduate Dissertation (UINV6-120-M)			
<b>GRADUATION</b>					

## Part 7: Entry Requirements

Candidates should have at least a lower second class Honours Degree in a relevant topic or professional experience will be considered on an individual basis, and must complete an interview.

Applicants whose first language is not English require a minimum of IELTS 6.5 (with a minimum of 6.5 both overall and for each sub-section).

## Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

All of the reference points and benchmarks have been consulted or considered during the design of the programme aims, learning objectives and assessment strategies to ensure parity across the sector and the quality of the student's learning experience.

- 1 [QAA UK Quality Code for HE](#)
- 2 Subject benchmark statements
- 3 National qualification framework
- 4 Master's degree characteristics

The learning outcomes for the programme have been developed with reference to the qualification descriptors used in the QAA Framework for Higher Education Qualifications. In particular, the learning outcomes for the programme and modules have been considered and are consistent with the award of a Masters degree. Graduates will gain a broad knowledge and understanding of theories, concepts, research paradigms and critical awareness of problems associated with their field. They will have a comprehensive understanding of techniques applicable to research in their area that will enable them to be competent, within their field, in designing research and facilitating management of research projects, including data interpretation and analysis, and scientific writing and presentation.

### ***University's Mission Statement***

Students with a science background will have an educational opportunity to establish a career foundation in research, together with the development of an analytical approach to research that will further enhance their career and further study opportunities. The programme builds on subjects in UWEHartpury which have a high reputation for teaching excellence, and makes extensive use of advanced learning strategies which build on the successes of consultancy and research.

### ***University strategies and policies***

- 1 The UWE Learning, Teaching and Assessment Strategy
- 2 The UWE Framework for Masters by Research
- 3 The UWE Postgraduate Research Degree Programmes Code of Practice Version 1.4

In line with the University's teaching and learning policies, this programme takes a student centered approach to learning by allowing students to take control of aspects of their learning and providing a learning environment that stimulates active participation and engagement in the learning process. The programme seeks to create an environment that will stimulate students to take responsibility for aspects of their learning, while lecturers take responsibility for facilitating that learning. Module learning outcomes have been designed to ensure that students meet the overall programme learning outcomes on completion of the programme.

A variety of assessment methods is incorporated within the programme to cater for a diversity of student strengths and abilities. Although this document focuses on summative assessment, the course team recognise the importance of both summative and formative assessment activity as an integral part of the learning and teaching process. All assessments will comply with the University Assessment Policy and Academic Regulations.

## Part 8: Reference Points and Benchmarks

### **Research carried out by staff**

- 1 Hartpury College Research and Knowledge Exchange Strategy
- 2 Research and Knowledge Exchange R4 forms

Research and consultancy is undertaken in the following areas of particular relevance to the Masters in Research (Equestrian Performance/Animal Behaviour and Welfare)

- Clinical behaviour of young horses
- Gait analysis
- Equine therapy and rehabilitation
- Equine back-interface pressures and their relationship to gait
- Parasitology in domestic and exotic equids
- Equine dentistry
- Rider performance
- Efficacy of wildlife surveying techniques
- Mating strategy and dominance of vertebrate and invertebrate species
- Mammal density and population structure in wild mammals
- Welfare of captive exotic species
- Welfare of domestic species
- Anthrozoology
- Animal performance
- Animal personality
- Animal production
- Human-animal interaction

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.

Both students and employers were consulted during the development of the programme. They completed stakeholder feedback forms which resulted in slight modifications being made to the programme. The Associate Faculty has excellent links with employers and research collaborators and regular meetings are held to ensure that the curriculum is current and appropriate. Current students and graduates also provide feedback and suggestions for improving the quality and standards of learning.

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](#).