

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	FdSc Equine Science and Management
Default award title	
Interim award title	CertHE Equine Science and Management Certificate in Equine Studies
Modular Scheme title	Undergraduate Modular Scheme, Hartpury College
UCAS code	BUWE B80 D42F(A)
Relevant QAA subject benchmarking group(s)	Agriculture, forestry, agricultural sciences, food sciences and consumer sciences
On-going	
Valid from (insert date if appropriate)	September 2011
Authorised by: Rosie Scott	Date: August 2011
Version Code	1.0

Section 2. Educational aims of the programme:

The programme is designed to develop the learners' interest and knowledge of key equine science and management principles, utilising a number of applied science and vocationally orientated modules. Students will therefore develop industry relevant transferable skills and strong theoretical knowledge, underpinned by practical application and work based learning.

The programme will therefore enable students to:

- Access a distinct approach to teaching, learning and assessment, through the utilisation of work related and work-based learning throughout the programme.
- Enter a clear structure for training and progression within the equine industry, specifically catered towards students aspiring to achieve management level employment.
- Raise their standards and skills levels for employment within the equine industry.
- Develop applied knowledge and understanding of functional anatomy and physiology.
- Achieve an overview of the equine industry and appreciate the importance of various roles within it.
- Appreciate and work with ethical issues surrounding horse husbandry and welfare.
- Appreciate health and safety legislation influencing working practices within the equine industry.
- Develop personal qualities and interpersonal skills relevant to a range of equine and business environments.
- Think constructively and critically; discuss, evaluate and propose sound and reasoned solutions to problems.
- Effectively develop and utilise employability skills including; written and verbal communication, numeracy, independent and team working, time management, use of initiative, and a realistic approach to problem solving to support life long learning.
- Take advantage of opportunities to gain experience of various roles and career paths within the equine industry.
- Take advantage of opportunities to engage successfully with industry recognised vocational qualifications throughout the duration of their programme, including the opportunity to partake within BHS examinations.
- Successfully progress into (management level) employment or onto the final year of an honours degree.

Section 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:

A. Knowledge and understanding of:

1. Theoretical principles of modern equine management comprising of; anatomy and physiology, nutrition, performance, equitation, and equine health and welfare.
2. Equestrian facilities and management.
3. Ethical issues surrounding management and husbandry practices.
4. Current developments within industry, using current primary literature.
5. Industry standard working practices and leadership techniques.

Teaching/learning methods and strategies:

Students will engage in a variety of active learning events:

- Lectures;
- Field and laboratory based practicals;
- Demonstrations;
- Seminars;
- Group work;
- Visits;
- Work placements and reflective accounts.

Students will be encouraged to recognise their own responsibilities as individual, independent learners, and utilise support and their own initiative to obtain material for additional and wider related reading.

Students will also be encouraged to recognise where they require additional support and to arrange tutorials and engage in discussion with relevant academic staff.

Assessment:

Knowledge is tested through a variety of methods including written assignment, poster presentation/ defence, unseen written and practical exams and the development of portfolios of competencies. An element of formative assessment appears in every module on the programme.

B. Intellectual skills:

1. Apply given tools and methods accurately and carefully to problem-based learning, drawing appropriate evidence based conclusions.
2. Identify key themes from, and compare and contrast, various sources of information.
3. Synthesise information from multiple sources to demonstrate depth of understanding in the application of theory to practice;
4. Apply principles, theories and methods to various field and workplace issues.
5. Critically review current primary research literature.
6. Reflect on and for action to prioritise effective strategies in a practical context.

Teaching/learning methods and strategies:

Intellectual skills are developed through student engagement with and participation in active learning events.

Assessment

The assessment strategy for intellectual skills is intended to:

Consolidate learning;

Ensure appropriate and developmental feedback is provided;

Strengthen motivation;

Develop analytical skills;

Encourage reflection on theoretical, practical and work-based learning.

A variety of assessment methods are utilised throughout the programme and these are monitored to ensure they relate to learning outcomes.

<p>C. Subject/ professional/ practical skills:</p> <ol style="list-style-type: none"> 1. Select and use subject specific techniques and tools to support effective management and husbandry practices. 2. Function effectively in a variety of industry relevant practical settings, displaying leadership qualities where appropriate. 3. Engage with opportunities to gain industry relevant qualifications. 4. Flexible to the changing needs/demands of the industry and/or employer. 5. Develop and practice key employability skills and qualities to enhance potential employment opportunities. 6. Engage with relevant industry recognised vocational courses during their programme of study. 7. Appropriate use of relevant and practical techniques and IT applications. 	<p>Teaching/learning methods and strategies:</p> <p>Professional skills are developed through formal teaching and seminar sessions, Graduate Development Programme, practical teaching, and work placements. Students will utilise on-site facilities within a range of modules including opportunities integrated within professional practice modules and complementary studies. Self-evaluation and reflection is expected.</p> <p>Assessment:</p> <p>Professional skills are assessed through a range of appropriate forms of coursework and written examinations, which complement the assessment of practical skills using oral and practically based scenarios under controlled conditions.</p>
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<p>D. Transferable skills:</p> <ol style="list-style-type: none"> 1. Manage time, prioritise workloads, recognise and manage personal issues. 2. Develop a reflective philosophy to analyse personal effectiveness. 3. Take responsibility for management of personal learning including that associated with Work Based Learning. 4. Motivation to engage effectively within teams. 5. Communicate effectively and appropriately through verbal and non-verbal means with a range of different characters/individuals. 6. Apply appropriate cognitive processes to analysis and problem solving. 7. Realise career opportunities and continue to engage with lifelong learning opportunities. 	<p>Teaching/learning methods and strategies:</p> <p>Tutorials and Graduate Development Programme sessions are used to highlight transferable skills, to enable students to recognise their own strengths and weaknesses. Seminars and group work require students to work together to achieve pre-defined or self-set goals. Work based learning will engage students in self-reflection, although this is also made possible using assessment feedback.</p> <p>Assessment:</p> <p>Transferable skills are developed and assessed through the assessment strategy using a carefully selected range of coursework and examinations, which complement the assessment of transferable skills.</p>
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Section 4. Programme structure				
ENTRY ↓		Compulsory modules	Option modules	Interim awards
	Level 1	UIE VAM-20-1: Equestrian practice* UIN VGY-20-1: Employment skills UIN XMS-10-0: Principles of Animal Biology (unless excluded combination achieved)	UIE VAN-10-1: Management of Equestrian Facilities* UIE XAG-20-1: Equine Structure and Function* UIE VAA-20-1: Equine Veterinary Science* UIE XAB-20-1: Equitation* UIN XGM-10-1: Business Studies	Certificate in Equine Studies Credit Requirements: 60 credits at level 0 or above of which not less than 50 are at level 1 or above. CertHE Equine Science & Management Credit Requirements: 120 credits at level 0 or above of which not less than 100 are at level 1 or above, which must include ONE of the following: Equestrian Practice, Management of Equestrian Facilities or Equine Performance.
	Level 2	UIN VLE-20-2: The World at Work	UFQ EFE-20-2: Statistics & Research Methods UIE XBC-10-2: Equine Performance* UIE VBH-20-2: Stud Management UIE VBJ-10-2: Introduction to Equine Behaviour UIE VBM-10-2: Equine Therapy UIE XBT-10-2: Equitation Theory UIE XBU-10-2: Equine Event Organisation UIN XLX-10-2: Clinical Investigation of Animal Health UIE VBV-20-2: Ground Schooling and Rehabilitation* UIE VBG-10-2: Applied Equine Nutrition UIE XBX-10-2: Equestrian Business Administration	Target award FdSc Equine Science and Management 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, which must include ONE of the following: Equestrian Practice, Management of Equestrian Facilities or Equine Performance. In order to have underpinning knowledge of the British Horse Society Horse Knowledge and Care Stages, awarded by Equestrian Qualifications GB Limited, levels one to three, students should successfully complete the starred modules across all levels.

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→ GRADUATION

Section 5. Entry requirements:

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 will have achieved five subjects including English, Mathematics and Science at GCSE level and either 120 UCAS Tariff Points or 24 International Baccalaureate points (to include one A2 preferably in a biological science and practical equine experience) 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.

Applicants whose first language is not English must also gain a minimum IELTS score of 6.0 prior to entry onto the programme.

Section 6. Assessment Regulations:

University Assessment Regulations

Section 7. Student learning: distinctive features and support:

The purpose of the programme is to produce graduates who aspire to achieve both in education and employment, and who recognise hard-work, continued self-development and reflection are fundamental to this. Students will develop intellectual attainment and skills relevant to pursuing a career within the equine industry, or progressing onto further academic study. They will gain knowledge and understanding which reinforces the development of new skills and appropriate utilisation of existing skills.

Students will benefit from an array of modules which offer work based learning, practical learning and theory-based opportunities. As such they will also benefit from a variety of assessment methods, all of which will contribute to their transferable and employability skills. The structure of the programme has been developed to ensure that students are provided with necessary knowledge in their first year, followed by an opportunity to tailor their programme of study to their own interests in order to develop themselves in terms of their career goals. This is supported through a large choice in equine based modules as well as the opportunity to engage in eight weeks work experience, in a large variety of equine based enterprises. Students will be allocated placement supervisors to support successful completion.

Although students are required to have gained practical experience prior to enrolling, the programme aims to build upon existing experience through integrated vocationally orientated modules, utilising both on-site opportunities and a period of work experience with external organisations. Where students are able to evidence professional competency or qualifications which specifically map modules on the programme, they can be accredited for these. During the programme design, modules were mapped against the British Horse Society (BHS) syllabus to enable students to undertake BHS Horse knowledge and care qualifications.

The Graduate Development Programme (GDP) is embedded into the Employment Skills module within the programme which requires students to reflect on their own academic, vocational and professional performance within small groups, using feedback from tutors and visiting speakers from the industry. Through the module students will receive advice and guidance on C.V. completion, application writing, interview techniques and job searching. Through additional complementary studies, students are able to acquire professional qualifications such as first aid, health and safety, risk assessment, the European Computer Driving Licence (ECDL) and other ICT qualifications. These are just a few of a large array of short courses and studies available to students alongside their academic programme. Both GDP and the short courses should enable to student to effectively market themselves when applying for employment. The UWE careers service is also available to all HE Hartpury students.

Hartpury College uses the Blackboard virtual learning environment for modules and programmes so that students have remote access to electronic copies of important documents and additional learning material. This also provides students with their own myUWE account where they can check exam results and which modules they are enrolled on. The Learning Resources Centre stocks a comprehensive range of materials to support all programmes, and a number of these sources are available electronically and remotely. Students will also benefit from Hartpury Equine facilities during practical sessions including the use of high-speed and aqua treadmill at the on-site therapy centre including the operating suite, a number of large arenas, the commercial riding yard, and Home Farm stud.

Section 8. Reference points/benchmarks:

QAA Subject Benchmark Statement:

- Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences

In addition the following benchmarks have been taken into consideration at subject level

- 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 2008)
- Foundation Degree: qualification benchmark (QAA 2004)
- University of the West of England Learning, Teaching and Assessment Strategy
- Employer interaction/feedback: Field of Animal Science Vocational Panel meetings.
- A study into the business and skills requirements of the equine industry by LANTRA (January 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. 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.