

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	University of the West of England
Teaching Institution	Hartpury College
Delivery Location	Hartpury College
Study abroad / Exchange / Credit recognition	Not applicable
Faculty responsible for programme	Harpury
Department responsible for programme	Equine
Modular Scheme Title	None
Professional Statutory or Regulatory Body Links	None
Highest Award Title	BSc (Hons) Equine Management
Default Award Title	None
Fall-back Award Title	None
Interim Award Titles	BSc Equine Management
UWE Progression Route	Full time, part time
Mode(s) of Delivery	UCAS: H22 DNKL
Codes	ISIS2: DNKL ISIS2: DNKL
Relevant QAA Subject Benchmark Statements	Agriculture, forestry, agricultural sciences, food sciences and consumer sciences
CAP Approval Date	12 January 2015
Valid from	01 September 2014
Valid until Date	01 September 2021
Version	1.6

Part 2: Educational Aims of the Programme

The programme is designed to build on existing academic and intellectual attainment and to develop new higher level knowledge and understanding of equine management. In order to support academic progression for learners from a wide range of social and educational backgrounds the programme of study is constructed to help meet the needs of the individual student. The aim of the programme is to build upon prior learning expected to be to National Qualification Framework level 5 in equine related study which may include, but is not limited to:

- equine anatomy and physiology
- equine behaviour
- equine nutrition
- equine exercise physiology
- the equine industry
- business studies

The assessment of this prior learning will be done on an individual basis on application. The assessment will ensure that the learning outcomes previously achieved underpin the educational aims of this programme.

The programme will prepare the learner with a foundation for lifelong learning and enable them to:

- Access a coherent programme of study in equine management underpinned by current research;
- Build on acquired scientific principles to develop a knowledge and understanding of the equid in health and welfare and use this knowledge to study horses in the context of present day industry and environment;
- Improve on intellectual skills of critical evaluation, analysis and synthesis in order to be able to think constructively and reflectively, and propose sound and reasoned solutions to problems;
- Choose from a range of options, while maintaining a coherent programme of study;
- Be prepared for successful employment, in particular for employment in the equine industry;
- Develop honours degree level transferable skills and be aware of the relevance of those skills to different working environments;
- As future workers, meet the challenges of a changing industry with confidence;
- Undertake an in depth and sustained piece of work with minimal supervision;
- Progress into post graduate study or research;
- Have a strong academic and vocational background and be competent in applying relevant techniques to meet the needs of the equine industry.

Students will develop already existing key skills to enable them to communicate their ideas effectively in a variety of media.

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

The BSc (Hons) Equine Management programme has been developed in consultation with employers. Graduates from this programme will have gained a thorough knowledge of multidisciplinary areas of equine management based on theory and will have developed transferable skills that allow them to apply this theory to the management of horses.

Students will have been required to pass core modules that contain investigative skills and will have completed an independent scientific investigation. Additionally, students will have evidenced good knowledge of business management and will have an underpinning understanding of developments within equine science both from scientific and industry perspectives. Students will have also completed various optional modules that include equine behaviour, welfare and ethics, equine therapy and rehabilitation, equine sports medicine and business management specifically for the equine industry.

The programme provides graduates with skills in critical enquiry and evaluation of current processes and practices in the equine management sector. This will enable them to not only acquire the most up to date

Part 2: Educational Aims of the Programme

knowledge relating to their chosen subject areas, but also to use that knowledge to meet the challenges of a changing industry with confidence. In addition, the programme provides opportunities for students to develop generic transferrable skills necessary for employment such as project management, use of technology and the ability to communicate ideas effectively using a variety of media.

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:

	Developments in Equine Science	Investigative Skills for the Successful Undergraduate	Applied Research Project	Applied Business Management	Equine Nutrition for Performance	Business Management for the Equine Industry	Equine Ethics and Welfare	Applied Equine Ethology	Undergraduate Independent Study	Equine Sports Medicine	Equine Therapy and Rehabilitation	Contemporary Issues in Equestrian Sport	Project Management in Action
Learning Outcomes:													
A) Knowledge and understanding of:													
Demonstrate an understanding and a critical awareness of the problems, concepts and/or new insights relating to the equine industry.	√		√		√	√	√	√		√	√	√	
Show a detailed understanding of physiological and welfare principles related to equine management.	√				√		√	√		√	√	√	
Illustrate knowledge of recent advances and research into equine management.	√				√		√	√		√	√	√	
Demonstrate an appreciation of the application, development, ethical and business considerations of equine management.	√				√		√	√		√	√	√	√
To apply the knowledge gained during the programme, together with an understanding of how established techniques of research and enquiry are used to create and interpret knowledge in applied science and management.	√	√	√	√	√	√	√	√	√	√	√	√	
(B) Intellectual Skills													
Use skills of reflection, evaluation and critical thinking in problem solving and decision making to support effective equine management.	√				√		√	√		√	√	√	
Synthesise data / information and interpret research findings within the chosen areas of study appertaining to the equine industry.	√	√	√	√	√	√	√	√	√	√	√	√	
Demonstrate the ability to undertake sustained study and apply deeper cognitive learning		√	√						√				
Critically evaluate research into equine science and the role it contributes to current and future equine management practices	√	√	√	√	√	√	√	√	√	√	√	√	
Demonstrate a commitment to continuing professional development and lifelong learning through the development of skills in relation to self-directed and independent study.	√	√	√	√	√	√	√	√	√	√	√	√	√
(C) Subject/Professional/Practical Skills													
Demonstrate the ability to use relevant theories and skills concepts in practical situations.	√	√	√	√	√	√	√	√	√	√	√	√	
Communicate effectively with individuals, establishing professional and ethical relationships.	√	√	√	√	√	√	√	√	√	√	√	√	√
Maintain the standards and practices required of the Equine Industry	√				√		√	√		√	√	√	
Prepare, process, interpret and present original data using appropriate qualitative and quantitative techniques.		√	√						√				√
Recognise moral/ethical dilemmas and issues and respond appropriately.	√	√	√		√		√	√	√	√	√	√	
(D) Transferable skills and other attributes													
Effectively communicate information, arguments and analysis in a variety of forms and to a range of audiences;	√	√	√	√	√	√	√	√	√	√	√	√	√
Reflect on, analyse and evaluate their academic, vocational and professional performance;	√	√	√	√	√	√	√	√	√	√	√	√	√
Think constructively, discuss concepts and theories and propose sound and evidenced based solutions to problems, based on current research, or equivalent advanced scholarship in the equine field;	√	√	√	√	√	√	√	√	√	√	√	√	√
Manage change effectively and respond to changing demands;	√	√	√	√	√	√	√	√	√	√	√	√	√

Part 3: Learning Outcomes of the Programme

Take responsibility for personal and professional learning and development;	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Manage time, prioritise workloads and recognise and manage personal emotions and stress;	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Understand career opportunities and challenges ahead and continue to plan a career path;	√	√	√	√	√	√	√	√	√	√	√	√	√	√
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 and learning 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 BSc (Hons) Equine Management programme, teaching is a mix of scheduled and independent sessions with an emphasis on supporting development of autonomous learning. Students will be expected to engage in a significant amount of independent study during this programme.

Scheduled learning

Includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop. Scheduled sessions may vary slightly depending on the module choices made.

Independent learning

Includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made. Although there is no period of compulsory work placement within this programme, students will be given opportunities to engage in valuable industry experiences throughout their programme.

Virtual Learning Environment (VLE)

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.

Careers

To support learner's career preparations, careers personnel visit Hartpury on a regular basis and the students can use all the careers 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 BSc (Hons) Equine Management programme provides graduates of an equine-related Foundation Degree or HND with the opportunity to gain an Honours degree level qualification within one year of academic study. Students from a range of backgrounds are invited to join the programme and by attaining this higher level qualification students will have an increased opportunity of employment success within this growing and competitive professional sector.

The purpose of the programme is to build on existing academic and intellectual attainment through academic study and to develop higher knowledge and understanding within the equine field. The programme design includes compulsory modules to ensure that all students that graduate from this programme have attained the skills and understanding appropriate to Equine Management and the compulsory module, the Dissertation, ensures students gain appropriate Honours degree research skills.

Part 4: Student Learning and Student Support

The student will obtain an increased awareness of the current issues in the equine industry and evaluate this information in light of up-to-date research. The ability to choose option modules from the Field of Equine Science allows the student the opportunity to build upon previous study and tailor their level 3 study to their individual career path.

Distinctive to the Associate Faculty is the wide provision of opportunity. The student can engage in a variety of different learning environments. Individuals learn through different methods, hence a range of teaching and assessment techniques are used throughout the programme. Theoretical lectures, practicals (computer based, laboratory and yard), 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 wide range of assessment types are utilised within the modules offering students the opportunity to excel through written examinations and assignments, oral assessments, poster defence and practical application.

The Associate Faculty prioritises student support. Key to that support is the tutorial system. Each student has a year tutor who guides the student throughout their study and will be key for the students when choosing modules. Students are also strongly encouraged to utilise, and engage in, face-to-face tutorials with either their allocated personal tutor or their subject specific module tutors in order to support their academic development. Student Advisors are also available for more general academic support needs alongside the College Welfare Officer and the onsite counselling service provided by the institution. Students receive a diary and study skills guide from the Associate Faculty at the start of the academic year which introduces key aspects of studying at Hartpury. Students receive a programme handbook and for each module studied, a module guide. Assessment offences information and study/ examination guidance is also provided to all students.

Learners are supported throughout the programme via the Virtual Learning Environment (VLE), Hartpury's online web-based support. Access is available remotely so that the VLE provides students with access to academic materials relevant to their chosen modules and programme. Students are kept up-to-date with information via the announcements areas on the VLE or via the SMS text message service with which the Associate Faculty has engaged with.

The Hartpury library service is highly supportive of the academic disciplines within the equine field and provides an extensive range of paper (textbooks and periodicals) and electronic (e-book, periodicals and database) resources relevant to the subject area. The library service and the programme teams are in constant contact to ensure that up-to-date, relevant material which supports the students' academic journey is provided.

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:

Module assessments are designed to apply the knowledge and experience gained from a wide range of learning opportunities to a real world context using a range of skills.

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

Part 5: Assessment

The programme encompasses a range of **assessment methods** which are detailed in the following assessment map.


Assessment Map for BSc (Hons) Equine Management

		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
Compulsory Modules	Applied Research Project								A (100) B (50)		
	Investigate Skills for the Successful Undergraduate			A (50)							
	Applied Business Management						A (75)	B (25)			
	Developments in Equine Science				A (100)						
Optional Modules	Equine Nutrition for Performance	A (100)									
	Business Management for the Equine Industry		A (100)								
	Equine Ethics and Welfare						A (100)				
	Applied Equine Ethology						A (100)				
	Undergraduate Independent Study								A (100)		
	Equine Sports Medicine	A (50)						B (50)			
	Equine Therapy and Rehabilitation		A (100)								
	Contemporary Issues in Equestrian Sport						A (25)	B (75)			
	Project Management in Action						A (100)				

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

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Year 1	Not applicable.	Not applicable.	<u>BSc Equine Management</u> Credit Requirements: 300 credits at level 0 or above of which not less than 280 are at level 1 or above, not less than 100 are at level 2 or above and not less than 60 at level 3 or above. This must include all compulsory modules.* Please note that this would not be available to students having completed all their HE level 1 (4) and HE level 2 (5) learning outside UWE regulations. TARGET AWARD <u>BSc (Hons) Equine Management</u> Credit Requirements: 360 credits at level 0 or above of which not less than 340 are at level 1 or above, not less than 200 are at level 2 or above and not less than 100 at level 3 or above. This must include all compulsory modules.
	Year 2	Not applicable.	Not applicable.	
	Year 3	Applied Research Project (UINV3S-30-3) Investigative Skills for the Successful Undergraduate (UINV4Y-15-3) Developments in Equine Science (UIEV4K-15-3) Applied Business Management (UINXKU-15-3)	Students are normally required to select 45 credits from the optional modules listed below: Equine Nutrition for Performance (UIEV4M-15-3) Undergraduate Independent Study (UINV3M-15-3) Applied Equine Ethology (UIEV4R-15-3) Equine Ethics and Welfare (UIEV4L-15-3) Equine Sports Medicine (UIEV4N-15-3) Equine Therapy and Rehabilitation (UIEV4P-15-3) Contemporary Issues in Equestrian Sport (UIEV4H-15-3) Business Management for the Equine Industry (UIEV4J-15-3) Project Management in Action (UISV48-15-3)	
GRADUATION				

Part time:

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

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

Applicants will have achieved tariff points as appropriate for the year of entry, which for the academic year 2013/14 was a HND or Foundation Degree in an equine science or management related subject.

Applicants must provide evidence which demonstrates to the University's satisfaction that they can benefit from study at level 3 and are likely to achieve the required standard.

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 RPL/RPEL may be possible.

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

Part 8: Reference Points and Benchmarks

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

Relevant QAA subject Benchmark Statements 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);

Has been used to ensure that the programme develops students and ensures they meet level 6 criteria ensuring that students are able to evaluate evidence, arguments and assumptions, to reach sound judgements and communicate them effectively.

University of the West of England 2020 Strategy

Has been used in designing this programme to ensure that the programme is: learning-centred; underpinned by sound health and safety practices and informed by research and professional practice; inclusive, flexible and accessible, exemplified in particular by the part-time and accelerated study routes; and, provides a diverse assessment diet. Furthermore, the programme aims to produce graduates who: know and value themselves as open-minded, reflective and inter-dependent learners, and participants, employees, self-employed professionals and entrepreneurs in global settings and as global citizens; and, reflect on their own learning and practice, who value others as collaborators in their learning and its exchange.

Assessment within the programme: is an integral part of a dynamic learning and teaching process and not separate from it; plays a key part in the rigorous setting and maintaining of academic standards; provides all students with the entitlement to parity of treatment; makes no distinction between different modes of study; ensures that progression is achieved by credit accumulation and the completion of pre-requisites and co-requisites; recognises different module learning in different forms of assessment; and, affords

Part 8: Reference Points and Benchmarks

students the maximum opportunity to demonstrate their knowledge, skills, competencies and overall strengths through a variety of assessed activities.

Teaching, Learning and Scholarship Strategy

Has been used in designing this programme to ensure that the programme is underpinned by the five key principles which aim to enhance the student experience across the Associate Faculty. This programme will provide a high quality experience through a focus on student progression and achievement, academic currency and relevance, innovative delivery and assessment and feedback delivered by appropriately qualified staff who undergo Continuing Professional Development (CPD) that is linked to the UK Professional Standards Framework. The programme team will encourage and support individuals from diverse backgrounds and cultures to enable them to enter higher education and fulfil their potential. The programme adopts a fully integrated and collaborative approach to preparing students for future graduate level employment and to foster the inquiring mind-set, which will ultimately support lifelong learning for the benefit of both the graduate and wider society. The programme promotes an active scholarship culture that incorporates the scholarship of discovery, integration, application and inquiry-based learning that will transform students' understanding of knowledge and research. Students will be encouraged to develop knowledge exchange partnerships by fostering connections with each other as well as local businesses and other community partners.

Professional and Vocational Interaction: Equine Vocational Panel Meetings

Department 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.

Feedback about the current programme development has been gathered from current students, graduates and liaison with subject area teams. 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](#).