



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	N/A		
Department responsible for programme	Sport		
Programme Title	MSci Sports Therapy (Equestrian)		
Professional Statutory or Regulatory Body Links	Society of Sport Therapists (accredited)		
Highest Award Title	MSci Sports Therapy (Equestrian) MSci Sports Therapy (Equestrian) (SW)		
Default Award Title	None		
Interim Award Titles	Certificate HE Sports Studies Diploma HE Applied Sports Studies BSc Applied Sports Studies BSc (Hons) Sports Therapy		
Mode(s) of Study	Full time/Part time		
Codes	UCAS: C630	JACS:	
	ISIS2: C630	HESA:	
Relevant QAA Subject Benchmark Statements	Events, Hospitality, Leisure, Sport and Tourism		
Last Major Approval Date	20 April 2017	Valid from	01 September 2017
Amendment Approval Date		Amended with effect from	
Version	1		
Review Due By	01 September 2023		

Part 2: Educational Aims of the Programme
<p>The target award of an MSci Sports Therapy Equestrian is a four-year full time programme, with the option of doing a five year degree with a sandwich year. The degree is designed to develop competent, knowledgeable and evidence based practitioners. The modules across the four years of taught study will enable students to gain knowledge of the treatment, rehabilitation and injury prevention in with a variety of sports and have specialist understanding of equestrian sports. The programme will support their career into sport therapy employment, to become full members of the Society of Sports Therapists, or to further postgraduate level education.</p>

Part 2: Educational Aims of the Programme

General Aims:

The programme aims to encourage students to think critically, evaluate concepts and produce evidence based practitioners. The fundamentals of the MSci Sports Therapy Equestrian programme is to produce component graduates who are able to practice as an independent sports therapist. In order to achieve this, students will need to develop the following Society of Sports Therapists core competencies:

- 1 Prevention.
- 2 Recognition.
- 3 Management, treatment and referral.
- 4 Rehabilitation.
- 5 Education and professional practice issues.

Specific Aims:

1. To allow students to engage with new and developing research within the fields of sports medicine, sports therapy and equestrian sport
2. To develop the student's transferable skills, knowledge and capacity for critical analysis thought in a rigorous and constructive way through a range of assessments, including case study analysis, practical assessments, verbal exploration, literature reviews and projects
3. To develop practical skills in the examination and assessment of sporting injuries, as well as the practical application of a variety of treatment modalities, rehabilitation and injury prevention techniques
4. To provide students with a progressive and developmental opportunities to design and construct and undertake a scientific research relevant to sports therapy
5. To offer students the opportunity to engage with work experience in a variety of sports examples; rugby, football, netball, basketball etc. and the equestrian industry.
6. To allow students to gain advanced knowledge of functional anatomy and physiology, including biomechanics of the sporting athlete. Students will also gain a knowledge of the functional demands of the equestrian athlete and rider performance.
7. To gain a deep understanding pathophysiology of sporting injuries, including aetiology and rehabilitation.
8. To develop student's ability to confidently assess and manage emergencies in a sporting environment, as well as administer prolonged treatment plans.
9. To apply sports science and conditioning principles, rehabilitate sports injuries to achieve return to play and competition. Students will gain a specialist knowledge in the rehabilitation of the rider and gain an appreciation of the horse and rider relationship.
10. To facilitate and support career aspirations including self-employed business management and working within a multidisciplinary team

Upon graduation with the Integrated Masters, graduates will be appropriately prepared to practice as Sports Therapists, however, they will need to secure professional indemnity insurance in order to practice and seek accreditation by an accrediting body such as the Society of Sports Therapists.

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

MSci Sports Therapy (Equestrian) graduates can assess, evaluate, and treat injuries typical to sport and exercise participation, including equestrian athletes. They have the knowledge and skills to devise rehabilitation plans that will facilitate reintegration back to full participation. In addition, graduates are able to offer advice and plan treatment programmes designed to reduce the incidence of injury, i.e. the horse rider.

Graduates can apply skills for both amateur and professional human athletes. They have experienced different placements including equestrian settings and will understand their role in a multidisciplinary team. Graduates will be a full member of The Society of Sports Therapists enabling them to practice.

Part 3: Programme Structure

This structure diagram demonstrates the student journey from Enrolment through to Graduation for a typical **full time student**.

*indicates The Society of Sports Therapists accredited modules and are subject to variant regulations.

ENTRY	Compulsory Modules	Optional Modules	Interim Awards
Year 1	Introduction to Horse Rider Performance UIEV7X-15-1	None	<p>CertHE Sports Studies Credit requirements: 120 credits at level 0 or above of which not less than 100 are at level 1 or above.</p>
	Introductory Skills for Sports Therapists* UISXTG-15-1		
	Introduction to Functional Anatomy and Biomechanics for Sport Therapists* UISV5H-30-1		
	Principles of Strength and Conditioning* UISXM3-15-1		
	Sports Massage* UISXTJ-15-1		
	Introduction to Exercise Physiology* UISXL7-15-1		
	Emergency Care for Sports Therapists* UISXTH-15-1		
Year 2	Applied skills for sports therapists* UISXTK-30-1	None	<p>DipHE Applied Sports Studies 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.</p>
	Peripheral Mobilisations* UISXTL-15-2		
	Vertebral Mobilisations* UISV4F-15-2		
	Sports Nutrition* UISXS9-15-2		
	Sports Rehabilitation* UISXTM-15-2		
	Horse and Rider Performance* UIEXRH-30-2		
Optional Year	Sandwich Year Work Placement (UINVK6-15-2)		

Year 3	Compulsory Modules	Optional Modules	Interim Awards
	Screening and Prevention* UISV49-15-3	None	<p><u>BSc Applied Sports Studies</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 at level 2 or above and not less than 60 credits are at level 3 or above.</p> <p><u>BSc (Hons) Sports Therapy</u> Credit requirements: 360 credits at level 0 or above of which not less than 340 credits at level 1 or above, not less than 200 credits are at level 2 or above, and not less than 100 credits at level 3 or above. Must have completed and passed all compulsory modules</p>
	Sports Conditioning and Return to Play* UISV4C-15-3		
	Applied Research Project* UINV3S-30-3		
	Complete Injury Management* UISV4U-15-3		
	The Research Process UINXKT-15-M		
	Professional Practice in Sports Therapy* UISV5J-30-3		

Year 4	Compulsory Modules	Optional Modules	Interim Awards
	Rider Performance UIEXKR-15-M	Practical Techniques in Strength and Conditioning UISV64-15-M	<p><u>TARGET AWARD</u> <u>MSci Sports Therapy (Equestrian)</u> Credit requirements: 480 credits at level 0 or above of which not less than 460 credits are at level 1 or above, not less than 320 credits are at level 2 or above and not less than 220 credits at level 3 or above of which not less than 120 are at level M. Must have completed and passed all compulsory modules.</p> <p><u>TARGET AWARD</u> <u>MSci Sports Therapy (Equestrian) (SW)</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 and the Sandwich Year Work Placement module.</p>
	Postgraduate Independent Project UINV5D-30-M	Therapy and Rehabilitation of the Equine Athlete UIEXKS-15-M	
	Strength and Conditioning from Practice to Theory UISV66-15-M		
	Recovery and Monitoring for Sport Performance UISV5G-15-3		
	Advanced Sports Therapy UISX64-30-M		

GRADUATION

Part time:

The routes that a part-time student can take to graduate, will depending upon the specific students requirements and will be designed on an individual basis with support from the Programme Manager.

On successful completion of all compulsory modules in Year 1, 2 and 3, students are eligible to be awarded with a BSc (Hons) Sports Therapy (Equestrian) and are eligible to apply for membership of the Society of Sports Therapists.

On successful completion, students will graduate with MSci Sports Therapy, allowing them to gain full membership of the Society of Sports Therapists.

Part 4: Learning Outcomes of the Programme

Learning Outcomes:	Introduction to Functional Anatomy and Biomechanics for Sports Therapists*	Introduction to Exercise Physiology*	Introductory Skills For Sports Therapists*	Emergency Care for Sports Therapists*	Principles of Strength and Conditioning *	Sports Massage *	Introduction to Horse Rider Performance	Applied skills for sports therapists *	Peripheral Mobilisations*	Vertebral Mobilisations*	Sports Nutrition*	Sports Rehabilitation *	Horse and Rider Performance*	Screening and Prevention *	The research process	Sports conditioning and return to play*	Complete injury management*	Applied Research Process*	Professional Practice in Sports Therapy*	Rider Performance	Postgraduate Independent Project	Advanced Sports Therapy	Strength and Conditioning from Practice to Theory	Recovery and Monitoring for Sports Performance	Practical Techniques in Strength and Conditioning	Therapy and Rehabilitation of the Equine Athlete
A) Knowledge and understanding of:																										
1. The disciplines underpinning sports therapy and their interrelated nature	√	√			√	√					√			√		√						√	√	√		
2. The aetiology and pathophysiology of a range of sports injuries			√	√		√		√	√	√		√		√		√	√		√			√				
3. Well-established techniques for clinical assessment and treatment and how to evaluate their efficacy critically			√	√		√		√	√	√		√		√		√	√		√			√		√		
4. How to interpret the results of clinical assessments and formulate appropriate treatment options using advanced disciplinary knowledge			√	√		√	√	√	√	√		√	√	√		√	√		√	√		√	√	√		
5. A working understanding and critical awareness of current knowledge base, new developments and issues pertaining to sports therapy - Functional anatomy and physiology - Pathophysiology of sports injuries - Sports Nutrition - Assessment and treatment of sports injuries	√	√	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

Statistics and research methods																								
6. The underpinning theoretical basis of injury treatment and rehabilitation			√	√		√		√	√	√	√	√				√	√		√				√	
7. The role of sports therapist in injury prevention				√										√		√								
(B) Intellectual Skills																								
1. Critically evaluate current research in sports therapy.				√		√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2. Synthesise information from a number of sources in order to gain a thorough understanding of therapy and practice and apply a sound and justified knowledge to a variety of situations.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3. Analyze, evaluate and interpret evidence sources to support arguments and investigate theories relating to sports therapy.			√	√		√		√	√	√		√		√		√					√			
4. Demonstrate problem solving to diagnose injuries from clinical assessments			√			√		√	√	√							√				√			
5. Clear decision making in emergency situations to underpin appropriate action				√													√				√			
6. Synthesis of a range of information sources in devising appropriately structured treatment plans.			√			√		√	√	√							√		√		√	√	√	
7. Self-reflect critically to ensure excellence and ongoing professional development																			√		√			√
8. Critical appraisal of research underpinning injury assessment, treatment, rehabilitation and injury prevention.								√	√	√		√		√	√	√	√	√	√	√	√	√	√	√
(C) Subject/Professional/Practical Skills																								
1. Assessment and treatment of a range of sports injuries.			√	√		√		√	√	√		√		√		√	√		√		√			
2. Designing and deliver structured rehabilitation programmes for a range of sports injuries																√					√	√	√	
3. Devise and implements emergency action plans to deal effectively with a range of emergency sports injuries				√													√				√			
4. Application of manual therapies and other relevant treatment modalities								√	√	√										√				
5. Demonstrate highest professional care standards			√	√		√		√	√	√		√	√				√		√		√	√	√	√

Part 5: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

At Hartpury there is a policy for a minimum average requirement of 15 hours in year one and 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 MSci Sports Therapy (Equestrian) programme, teaching is a mixture of lectures, seminar sessions, and practical sessions in both a clinical, equine and sports team based environments combined with scheduled and independent learning. Students are also required to complete a work based placement, and there is an option to complete this as a sandwich year.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in clinical sessions.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

Placement learning: may include a practice placement, other placement, and a year in an industry of choice.

By the end of the programme the student will benefit by having completed a minimum of 200 hours of work placement. The student will have had the chance to learn new skills, to confidently put them into practice under the supervision of the work provider, and then to move on to improve their level of competency.

Students will be encouraged to complete placement hours in all sport disciplines including team and individual sports as well as a compulsory placement in the equestrian industry. This experience will give the students the opportunity to reflect upon their personal development and formulate ideas of possible careers available following graduation. All placements must meet the requirements of the colleges' requirements and the Society of Sports Therapists.

Description of the teaching resources provided for students

Students will have access to a range of teaching resources, laboratory facilities, clinical spaces, The Rider and Performance and Equine Therapy Centre, University Learning Centre, specialist software and wider estate. Students will also access the sports therapy rehabilitation suite, a bespoke equine rehabilitation gymnasium and rubber crumb/outdoor pitches and sports hall. Students will use the isokinetic dynamometer, force platform, ergometer and gas analysis.

The specialist University Learning Centre hosts a wide range of paper and electronic resources including scientific journals and databases chosen specifically to support the course. The commercially run Rider and Performance and Equine Therapy Centre provides opportunity to enhance learning through interaction with clinical referral and rehabilitation cases and supports a wide range equine and equestrian athletes.

Learners are supported throughout the programme via the Virtual Learning Environment (VLE), Hartpury's online web-based support. Access is available remotely and so 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 on the VLE and via the SMS text message service with which the Associate Faculty has engaged.

Part 5: Student Learning and Student Support

Hartpury College's library service is highly supportive of the academic disciplines within the equine science and sports science fields 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.

Description of any Distinctive Features

The purpose of the programme contained in this submission for validation is to provide a balanced vocational and academic study that is intellectually challenging, vocationally relevant, and provides a foundation for pursuing a career within the sports therapy field with a speciality in equestrian athletes. The programme will enable students to develop knowledge and skills in the assessment and treatment of a range of sports injuries. Students will develop competence in the prevention, evaluation, management, and rehabilitation of sports injuries. These will include injuries from mainstream sports as well as the acute and chronic injuries that an equestrian athlete may suffer from. Whether dealing with high-level performers or recreational athletes, students will learn effective treatment strategies to ensure optimal performance.

The Masters programme equips the student with the knowledge base and skills relevant to the area of sports therapy through the enhancement and reinforcement of academic knowledge and practical skills, allowing students to gain greater knowledge in equestrian industry.

Years 1 and 2 of this programme are run in parallel to the BSc (Hons) Sports Therapy provision whereby compulsory modules at level 1 provide the student with a basic understanding of science and anatomical concepts. The introduction to equestrian sports will introduce the student to different disciplines and the demands of the rider and horse in each. This knowledge will be expanded on in subsequent modules at level 2, where students will be able to gain knowledge in to the equine and equestrian athlete and their relationship. Analysis of the injury risks that affect the rider in a variety of disciplines will be explored, including training techniques, physiological and biomechanical demands of the rider. Students will gain all the foundations of injury assessment and examination including treatment and rehabilitation of the rider.

Years 3 and 4 are designed to offer a supportive, facilitated and structured progression from undergraduate to postgraduate study. Core modules at level 3 are focused around the development of a confident approach to the understanding, design, development and critique of research protocols and reports. In preparation for the Postgraduate Independent Project at level M, level 3 requires the student to undertake an introductory research process to develop their investigative research skill and data analysis abilities which will be used for their final research project. The level M project is supported by the concurrent enrolment on the postgraduate level research process module, which is designed to support students on postgraduate study from a variety of research and statistical backgrounds. Integration of this postgraduate level module offers an introduction to the postgraduate study ethos and modality which students will then be fully engaged within in the following level M. Students will be able to contextualise scientific principles and analyse fundamental requirements of the horse, rider and coach triad and implement clinical reasoning for injury assessment, treatment and prevention.

M Level sports therapy students at all four levels are taught by subject specialists who have had experience in equine/equestrian and sports related industries. The programme prepares graduates for the future needs of the sports therapy industry (in different sports as well as equestrian) in the UK and abroad, the nature of the academic programmes gives students the opportunity to work within the industry to add to their personal vocational and practical skills in addition to knowledge base.

Support:

Support staff are available to help the students with all aspects of a placement year process (including support for the student whilst they are on placement). This is in addition to the wide range of resources

Part 5: Student Learning and Student Support

available to all students within the careers service. Students will have access to year group tutors, module and programme managers and learning support staff if they require it.

Learners will be supported throughout the programme through online web-based support such as the VLE. The library facilities have a comprehensive array of resources to support this programme. Many of these resources can be accessed remotely.

Progression:

Years 1 and 2 of the MSci Sports Therapy (equestrian) are run in parallel with years 1 and 2 of the BSc (Hons) Sports Therapy. Successful continuation and progression on to year 3 of the MSci will normally require students to complete year 2 with 240 credits contributing to the award and a minimum overall average grade of 60% at level 2. Students achieving less will be transferred to year 3 of the BSc (Hons) Sports Therapy programme.

Overall, the programme combines the development of knowledge via teaching, research and practical skills, and facilitated progression from undergraduate to postgraduate study, to develop a graduate who can make an effective contribution to the applied science industries; both within equine science and sports science fields. The balance of skills developed on the programme will enable graduates to continue with postgraduate education.

Part 6: Assessment

Approved variant to University Academic Regulations and Procedures

Modules marked with an asterisk in Part 6 Programme structure will operate under variant regulations. Students are required to gain a minimum of 40% in each component and element of assessment.

Approved variant to University Academic Regulations and Procedures under B9 in order to meet professional requirements. The requirement is that, in order to pass each module, students gain a minimum of 40% in each component and element in any of the above modules. There will be no compensation applied to these modules.

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated: will be tested in a varied of formats including literature reviews, case studies, practical exams, written exams, portfolios, presentations, oral examinations, written assignments and poster presentation/defense.

Assessment of knowledge and understanding is through a variety of formative and summative means in accordance with professional body requirements and industry expectations. Students develop and practice many transferable and specific skills for sports therapy through assessed work. The Sports Therapy specific modules are strongly focused on the practical skills required for Sports Therapy accreditation and those modules have pass/fail assessments to ensure that those going on to practice in sports therapy have demonstrated competence in both knowledge and practical ability. These elements are maintain safety requirements.

Assessment Map

The programme encompasses a range of **assessment methods** and these are detailed in the following assessment map:

Assessment Map for Msci Sports Therapy (Equestrian)

		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
Compulsory Modules Year 1	Sports Massage*	B (50)			A (50)						
	Introductory Skills for Sports Therapists*				A (70)			B (30)			
	Introduction to Exercise Physiology*	A (100)									
	Principles of Strength and Conditioning*	A (50)			B (50)						
	Introduction to Horse Rider Performance						A (100)				
	Introduction to Functional Anatomy and Biomechanics for sport therapists*						A (50)				B (50)
	Emergency Care for Sports Therapists*	B (50)				A (50)					
Compulsory Modules Year 2	Applied skills for Sports therapists*				A= P/F B 1 (50)			B 2 (50)			
	Peripheral mobs*	A (70)			B (30)						
	Vertebral Mobs*						A (30)				B (70)
	Sports Nutrition*	A (40)						B (60)			
	Sports Rehabilitation*				A (60)			B (40)			
	Horse and Rider Performance*								A (100)		
Compulsory Modules Year 3	Professional Practice in Sports Therapy*				B3 (P/F)		A (30)		B 1 (30)		B2 (40)
	Screening and Prevention*				A (50)			B (50)			
	Complete Injury Management*				A (50)		B (50)				
	Complete injury management*				A P/F				B 1 (50)		B2 (50)

	Applied Research Project							A (100)		
	The Research Process					A (30)	B (70)			
Compulsory Modules Year 4	Advanced Sports Therapy-			B (60)		A (40)				
	Rider Performance	A (50)					B (50)			
	Postgraduate Independent Project							A (100)		
	Strength and Conditioning from practice to theory			B (75)			A (25)			
	Recovery and Monitoring for Sport Performance									A (100)
Optional Modules	Practical Techniques in Strength and Conditioning			B (75)			A (25)			
	Therapy and Rehabilitation of the Equine Athlete	A (100)								

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

Part 7: Entry Requirements

The Institution's Standard Entry Requirements apply and:

Applicants will have achieved entry criteria appropriate for the year of entry, which can be found through the Hartpury website (www.hartpury.ac.uk).

Applicants must provide evidence which demonstrates that they can benefit from study at honours degree level and are likely to achieve the required standard. Applicants will have achieved five subjects including English, Mathematics and Science at GCSE level Grades A-C or above, or equivalent, and current UCAS Tariff Points (including a biological science), or equivalent.

We also welcome applicants from a diverse range of backgrounds who do not have the entry requirements outlined above. Applicants will be considered 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

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

This programme has been designed to ensure: that all work-based learning is assessed in accordance with the University's Academic Regulations; requirements and standards set out by professional bodies are met; provision of clear information regarding the responsibilities of each party to the learning contract or other agreement e.g. learner, university, and employer; students are adequately prepared for work based learning; support for the development of the learners in the workplace; that the learning is documented in a form that clearly identifies how it contributes to the overall aims and learning outcomes of the programme; regular audits are made of the contribution of partner organisations' abilities to meet the needs of the student and programme; that learning contracts or agreements are in place with their work-based partners; that clear strategies are in place to support the identification, negotiation and organisation of work based activities for students, commensurate with the student's learning needs and the significance of this learning to the programmes of which it forms a part; and, that all arrangements for work-based learning take full account of the requirements of equal opportunities, and health and safety legislation and University policies for the same.

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.

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 Institution's website.