

## Programme Specification 2011 Intake

### Section 1. Basic Data:

<b>Awarding institution/body</b>	University of the West of England
<b>Teaching institution</b>	Hartpury College
<b>Faculty responsible for programme</b>	Hartpury
<b>Programme accredited by</b>	
<b>Highest award title</b>	BSc (Hons) Equine Science
<b>Default award title</b>	
<b>Interim award title</b>	BSc Equine Science DipHE Equine Science CertHE Equine Science
<b>Modular Scheme title</b>	Undergraduate Modular Scheme, Hartpury College
<b>UCAS code</b>	BUWE B80 D334A
<b>Relevant QAA subject benchmarking group(s)</b>	Agriculture, forestry, agricultural sciences, food sciences and consumer sciences
<b>On-going</b>	
<b>Valid from (insert date if appropriate)</b>	<b>September 2011</b>
<b>Authorised by: Rosie Scott</b>	<b>Date: June 2011</b>
<b>Version Code</b>	
<b>10.0</b>	

**Section 2. Educational aims of the programme:**

The BSc (Hons) Equine Science aims to encourage students to think constructively and critically, discuss and evaluate concepts and theories in the field of equine science, and propose sound and reasoned solutions to problems. Throughout the programme, students are encouraged to build on basic scientific mammalian principles to enable them to develop a knowledge and understanding of the normal equid in health and disease, and to use this knowledge to study the equid comparatively, and in the context of the modern global equine industry. Through the inclusion of the optional work placement and international study opportunities, the BSc (Hons) Equine Science programme allows students to develop their subject and personal skills within a range of professional environments both in the UK and overseas.

Further aims of the programme are:

- To allow students the opportunity to choose from a range of current topical subject areas, whilst maintaining a coherent programme of study including nutrition, equine therapy, breeding and equine behaviour;
- To develop the abilities of the student in a rigorous but constructive way through a range of assessment methods including case study analysis and practical assessments;
- To develop students practical skills through the application of a range of professional techniques and equipments including nutritional analysis, haematological and biochemical analysis, equine first aid and husbandry techniques;
- To offer students the opportunity to engage in facilities and events through volunteer opportunities, modules requirements, such as Equine Therapy, or work experience;
- To give the students the opportunity to design, construct and undertake scientific research relevant to the field of equine science;
- To facilitate the students ability to recognise and utilise constructive, general feedback and apply it across a range of subjects and tasks undertaken;
- To subscribe and contribute to the philosophy and operation of the University of the West of England's Undergraduate Scheme.
- To enable students to progress onto postgraduate study or research within a range of subject areas;

### Section 3. Learning outcomes of the programme:

The programme 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:

On successful completion of the programme, all students will have acquired:

1. Knowledge and critical awareness of the strengths, weaknesses and future developments of key areas of science relating to the equine industry, normally including:
  - a. Equine anatomy and physiology
  - b. Equine exercise physiology
  - c. Equine nutrition
  - d. Equine sports medicine
  - e. Equine veterinary science
  - f. Equine reproduction
  - g. Statistics and research methods
2. A thorough comprehension of the current developments in equine science and related disciplines which would combine to support continuing best practice;
3. A comprehensive understanding of the broad range of techniques utilised within equine science research ;
4. An understanding of legislative, ethical and moral constraints within the equine industry as a whole;
5. Innovative individual approaches to the application of knowledge gained through the programme in order to identify and resolve problems encountered;
6. The combination of applied and academic knowledge to develop competency in the subject specific/professional/practical skills required to gain employment within the biological science industry.

#### Teaching/learning methods and strategies:

Acquisition of 1-5 is through a variety of learning and teaching opportunities which include lectures, laboratory and field practical sessions, seminars, web-based study and independent and directed learning strategies. Students are introduced to such variety early in the programme to aid their search for an effective personal learning strategy and facilitate them in understanding their individual learning style. Work-related learning is also encouraged to support students in developing knowledge and understanding of complexities of the equine industry.

Additional support is provided through:

1. The development and maintenance of online learning materials designed for students to test their own knowledge and guide their independent learning strategies;
2. Students are also encouraged to form study groups to facilitate their own learning process.

Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding.

#### Assessment:

Testing of the knowledge base is through a variety of formative and summative means including written assignment, poster defense, oral examination, practical assessment and unseen written examination (1-5).

## **B. Intellectual Skills:**

On successful completion of programme, all students should be able to:

1. Seek, identify, describe and interpret appropriate information relating to their defined equine science subjects;
2. Critically appraise evidence in the underpinning of arguments;
3. Apply sound and justified theoretical knowledge to novel situations;
4. Design, critique and analyse information to test a scientific hypothesis relating to the field of equine science;
5. Use statistical means to support arguments and to investigate theories relating to equine science;
6. Demonstrate confidence in analysing current situations, identifying strengths and weaknesses and developing an alternative strategy;
7. Debate and analyse key issues within equine science in relation to advances on fundamental principles, using evidence to support the analysis;

## **Teaching/learning methods and strategies:**

Intellectual skills are developed through the use of lectures and related support materials, seminars, practicals, web-based learning, case studies and problem-based learning which are all based on a range of evidence appropriate to specific modules of study and in the wider context of work-related study.

Experimental, research and design skills are further developed through coursework activities, laboratory experiments and research and design projects. Individual feedback is given to students on all work produced.

### **Assessment:**

The assessment strategy for intellectual skills is intended to:

- consolidate learning;
- ensure appropriate feedback;
- strengthen motivation;
- develop analytical skills;
- encourage reflection on theoretical, practical and work based learning.

The programme is monitored to ensure that assessment in modules:

- is in relation to outcomes made explicit to students;
- is based upon the range of strategies through which a student can demonstrate what he or she knows, understands or can do; and;
- is based on a range of evidence appropriate to the activity.

A variety of assessment methods is employed. The learner's ability to demonstrate the skills outlined for each level is tested through written assignments, written examinations, practical examinations and media based presentations.

Experimental, research and design skills are assessed through project reports, presentations, formal project proposals and individual dissertation submission.

<p><b>C. Subject/Professional/Practical Skills:</b></p> <p>On successful completion of the programme, all students should be able to*:</p> <ol style="list-style-type: none"> <li>1. demonstrate basic skills in laboratory protocols and procedures;</li> <li>2. discuss the key principles relating to equine functional anatomy;</li> <li>3. show evidence of understanding relating to the key body functions and systems that can be taken forward to underpin specific knowledge in further areas of study;</li> <li>4. develop a mind set that allows the integration of general veterinary science principles to the field of equine science;</li> <li>5. apply pre-existing knowledge to the study of the exercising equid;</li> <li>6. demonstrate subject specific skills through the application of appropriate statistical, analytical and evaluating techniques to data in order to draw justified conclusions;</li> <li>7. exhibit knowledge of physiology and nutrition relative to equine performance ability;</li> <li>8. make judgements on the analysis of the equid in order to monitor and enhance performance within a given role;</li> </ol> <p>(* based on core modules on the programme, further skills would be achieved through the available option modules)</p>	<p><b>Teaching/learning methods and strategies:</b></p> <p>Subject skills are developed and applied through formal teaching, practical teaching, seminars, tutorials, demonstrations, videos and workshops. Students build on core lecture material and implement the practical skills through experiential learning.</p> <p>Professional skills are developed during lectures, group work and discussion sessions, and practical sessions utilising on-site facilities.</p> <p><b>Assessment</b></p> <p>Professional and practical skills are assessed through a variety of appropriately tailored coursework and examination mediums; including written, oral, case study and presentation examinations.</p>
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**D. Transferable skills and other attributes:**

On successful completion of the programme, all students should be able to:

1. recognise and respect the views of others and work effectively and coherently within a team environment;
2. communicate in written and verbal mediums using academic professional terminology;
3. demonstrate the skills necessary for self-managed and lifelong learning;
4. prepare, interpret and present data, using appropriate qualitative and quantitative techniques and packages;
5. demonstrate the competent use of a range of computer packages to create effective ways to communicate information;
6. identify individual goals and responsibilities and assume responsibilities for one's actions;
7. communicate technical information about areas of current research, or equivalent advanced scholarship, and synthesise and summarise their outcomes;
8. demonstrate the ability to use a wide range of sources, including the internet, electronic journal databases and library catalogues to complete a detailed literature search on a given topic;
9. utilise problem solving skills in a variety of theoretical and practical situations;
10. develop a reflective philosophy when analysing personal effectiveness and be responsible for personal management of learning.

**Teaching/learning methods and strategies:**

The programme has been deigned to ensure that the qualities and transferable skills stated in the "Subject Benchmark Statement; Agriculture, horticulture, forestry, food and consumer sciences (QAA 2009)" are both taught and assessed in various core and optional modules.

Students are encouraged to attend careers workshops and sessions and to use the careers website in order that they understand career opportunities and begin to plan their career path. This will aid students developing personal career interests which they are encouraged to develop with their academic tutor.

The Graduate Development Programme is available to students to facilitate development of these transferable skills. Students are able to reflect upon their own performance through tutorial and assignment feedback, interactive study and reflection using a Personal Development Plan.

**Assessment:**

Transferable skills are assessed to some extent in all modules within the programme and the Associate Faculty's marking criteria also make explicit the requirements at the different academic levels.

<b>Section 4. Programme structure</b>			
<b>ENTRY</b> ↓	<b>Compulsory modules</b>	<b>Option modules</b>	<b>Interim awards</b>
<b>Level 1</b>	UIE VAQ-20-1: Functional Anatomy of Equine Locomotion UIE VAR-10-1: Equine Systems UIE VAA-20-1: Equine Veterinary Science UIN XGD-20-1: Animal Nutrition UIE XAU-10-1: Fundamental Skills for Equine Scientists	UIE XAD-10-1: Equine Industry UIE XAB-20-1: Equitation UIN XGJ-10-1: Animal Microbiology 1 UIN XGM-10-1: Business Studies UIN XGV-10-1: Animal Genetics	CertHE Equine Science Credit requirements: Requirements: 120 credits at level 0 or above of which not less than 100 are at level 1 or above
<b>Level 2</b>	UFM EFE-20-2: Statistics & Research Methods UIE XBB-20-2: Equine Exercise Physiology UIE XBG-10-2: Applied Equine Nutrition	UIE XBE-10-2: Equine Neuroendocrinology UIE XBF-10-2: Equine Biomechanics UIE XBH-20-2: Stud Management UIE XBJ-10-2: Introduction to Equine Behaviour UIE XBL-10-2: Neonatal and Foal Medicine UIE XBM-10-2: Equine Therapy 1 UIE XBT-10-2: Equitation Theory UIN XHJ-10-2: Parasitology UIN XHK-10-2: Animal Microbiology 2 UIN XLX-10-2: Clinical Investigation of Animal Health	DipHE Equine Science Credit Requirements: 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 at level 2 or above
<b>Optional placement year</b>		<b>UIN XHW-120P-2: Work Experience</b>	
<b>Level 3</b>	UIE XCB-20-3: Developments in Equine Science UIN XJH-40-3: Dissertation	UIE XCA-20-3: Equine Sports Medicine UIE XCC-10-3: Ethology, Ethics & Welfare UIE XCD-20-3: Analysis of Equestrian Sports UIE XCE-10-3: Equine Therapy 2 UIE XCK-10-3: Equine Behaviour & Psychology UIE XCL-10-3: Equine Nutrition for Performance UIN XJA-10-3: Independent Study UIN XJD-10-3: Epidemiology UIN XJE-10-3: Applied Business Management	BSc Equine Science Credit Requirements: 300 credits at level 0 or above of which not less than 280 are at level 1 or above, not less than 160 at level 2 or above and not less than 60 at level 3 or above <b>Target award</b> BSc (Hons) Equine Science Credit Requirements: 360

		UIN XJK-10-3: Pharmacology UIE XCQ-10-1 Equine Reproductive Techniques UIN XKJ-10-3: International Study Reflection	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
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## → GRADUATION

Institution-wide language programme (ILP) module is also validated as part of this programme.

### **Section 5. Entry requirements:**

Applicants must provide evidence which demonstrates to the University's satisfaction 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 and either 280 UCAS Tariff Points or 24 International Baccalaureate points (to include two A2s 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. 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 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 equine-related industries.

The programme has been designed to build on the competencies of a wide spectrum of students who should be capable of taking up appropriate positions of responsibility within the varied range of enterprises to be found operating within the equine and sport industries. There has been substantial demand and dialogue via vocational panel meetings with members of the equine industries that have identified the need for this type of award.

In the Honours degree programme, academic knowledge and understanding will reinforce and support the development of practical skills to equip the student with the knowledge base and skills relevant to this very broad area of applied science.

Core modules in level 1 provide the student with a basic understanding of science and anatomical concepts. This knowledge is expanded in the subsequent modules at levels 2 and 3 with the option modules enabling the student to specialise in areas of particular interest to them as well as developing investigative skills for research. Equine Science students at level 1 and III are taught by subject specialists who have had experience in equine related industry.

The programme prepares graduates for the future needs of the equine industry in the UK and abroad, the nature of the academic programmes gives students the opportunity to work within the industry during vacation periods which will be encouraged to add to their personal vocational and practical skills in addition to knowledge base. Those students that wish to develop their vocational skills can do so by completing 40 weeks in placement, as part of a sandwich award.

Overall, the programme combines the development of knowledge via teaching, research and practical skills to develop a graduate who can make an effective contribution to the equine related industries. It has been shown that the balance of skills developed on the programme will also enable graduates to gain employment in other occupational areas, if they so wish.

### **Section 8. Reference points/benchmarks:**

QAA Subject Benchmark Statement:

- Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences;
- 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 2001) Foundation Degree QAA document

Other relevant reference points:

- University Teaching and Learning Policies: University of the West of England Learning and Teaching Strategy (2001)
- University Work-Based Learning Policy: University of the West of England Work-Based Learning Policy (2004)
- Professional and Vocational Interaction: Field of Equine Science Vocational Panel Meetings

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.