



**CORPORATE AND ACADEMIC SERVICES**

**PROGRAMME SPECIFICATION**

Part 1: Basic Data		
<b>Awarding Institution</b>	University of the West of England	
<b>Teaching Institution</b>	Hartpury College	
<b>Delivery Location</b>	Hartpury College	
<b>Faculty Responsible for Programme</b>	Hartpury	
<b>Department Responsible for Programme</b>	Equine	
<b>Modular Scheme Title</b>	Equine	
<b>Professional Statutory or Regulatory Body Links</b>	None	
<b>Highest Award Title</b>	BSc (Hons) Equine Science BSc (Hons) Equine Science (SW)	
<b>Default Award Title</b>	None	
<b>Fall-back Award Title</b>	None	
<b>Interim Award Titles</b>	BSc Equine Science DipHE Equine Science CertHE Equine Science	
<b>UWE Progression Route</b>	None	
<b>Mode(s) of Delivery</b>	Full time, sandwich, part time	
<b>Codes</b>	<b>UCAS:</b> D334	<b>JACS:</b> D422
	<b>ISIS2:</b> D234	<b>HESA:</b>
<b>Relevant QAA Subject Benchmark Statements</b>	QAA Subject benchmarks: Agriculture, forestry, agricultural sciences, food sciences and consumer sciences (2009)	
<b>CAP Approval Date</b>	29 May 2014	<b>Revised CAP Approval Date</b> 12 January 2015
<b>Valid From</b>	01 September 2013 (2013 entry)	
<b>Valid Until</b>	01 September 2019	
<b>Version</b>	10.5	

## Part 2: Educational Aims of the Programme

The target award of a BSc (Hons) Equine Science is a three year full-time programme, with the option of doing a four year degree with a Sandwich year between the second and third year. The degree is designed to develop a sound general knowledge of the world of equine science, whilst providing a broad spectrum of modules to enable the student to tailor the degree programme to suit their interests and support their progression into employment into their career.

### General Aims

The programme 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 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.

### Specific Aims

The specific aims of the programme are:

- 1 To allow students the opportunity to choose from a range of current topical subject areas, whilst including nutrition, equine therapy, breeding and equine behaviour;
- 2 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;
- 3 To develop students practical skills through the application of a range of professional techniques and equipment including nutritional analysis, haematological and biochemical analysis, equine first aid and husbandry techniques;
- 4 To offer students the opportunity to engage in facilities and events through volunteer opportunities, modules requirements, such as equine therapy, or work experience;
- 5 To give the students the opportunity to design, construct and undertake scientific research relevant to the field of equine science;
- 6 To facilitate the students ability to recognise and utilise constructive, general feedback and apply it across a range of subjects and tasks undertaken;
- 7 To enable students to progress onto postgraduate study or research within a range of subject areas.

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

Graduates from the BSc (Hons) Equine Science programme will have gained a thorough knowledge of the normal horse in health and disease and use this knowledge to study the horse in the context of the present day equine industry. The programme will have allowed the student to explore and develop the theme of the horse as an athlete and consider all aspects contributing to its performance.

Students will have been required to pass core modules that contain information on equine and comparative animal anatomy, as well as exercise physiology, nutrition, and research methods. Students will have also completed an independent scientific investigation. In addition to these core subject areas, equine science students will have undertaken a number of optional modules that investigate a broad spectrum of subject areas within the field of equine science, including behaviour, stud and reproductive techniques, therapy and rehabilitation, as well as the equine business industry.

Students can benefit from gaining valuable work experience during the sandwich year work placement which is optional in this programme. There are also study abroad and exchange opportunities available to students on the equine science degree.

**Part 3: Learning Outcomes of the Programme**

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

<b>Learning Outcomes:</b>		<b>Equine Functional Anatomy</b>	<b>Fundamental Skills for the Equine</b>	<b>Equine Veterinary Science</b>	<b>Equine Industry</b>	<b>Equitation</b>	<b>Animal Nutrition</b>	<b>Animal Genetics</b>	<b>Equine Exercise Physiology</b>	<b>Undergraduate Research Process</b>	<b>Equine Nutrition</b>	<b>Introduction to Equine Behaviour</b>	<b>Equine Disease &amp; Disorders</b>	<b>Advanced Equitation</b>	<b>Equine Biomechanics</b>	<b>New Venture Creation</b>	<b>Animal Microbiology</b>	<b>Equine Diagnostics and Therapy</b>	<b>Stud Management and Reproductive Techniques</b>	<b>International Academic Study Portfolio</b>	<b>International Academic Study Project</b>	<b>International Academic Study Extended Project</b>	<b>Sandwich Year Work Placement</b>	<b>Undergraduate Dissertation</b>	<b>Developments in Equine Science</b>	<b>Contemporary Issues in Equestrian Sport</b>	<b>Applied Equine Ethology</b>	<b>Undergraduate Independent Study</b>	<b>Equine Nutrition for Performance</b>	<b>Equine Sports Medicine</b>	<b>Equine Therapy and Rehabilitation</b>	<b>Neonatal and Foal Medicine</b>	<b>Epidemiology</b>	<b>Equine Ethics and Welfare</b>	<b>Advanced Animal Microbiology</b>		
<b>A) Knowledge and understanding of:</b>																																					
1	Knowledge and critical awareness of the strengths, weaknesses and future developments of key areas of science relating to the equine industry, normally including: <ul style="list-style-type: none"> <li>• Equine anatomy and physiology.</li> <li>• Equine exercise physiology.</li> <li>• Equine nutrition.</li> <li>• Equine sports medicine.</li> <li>• Equine veterinary science.</li> <li>• Equine reproduction.</li> <li>• Statistics and research methods.</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓						✓				✓	✓	✓	✓	✓	✓	✓		✓										

<b>Learning Outcomes:</b>		Equine Functional Anatomy	Fundamental Skills for the Equine	Equine Veterinary Science	Equine Industry	Equitation	Animal Nutrition	Animal Genetics	Equine Exercise Physiology	Undergraduate Research Process	Equine Nutrition	Introduction to Equine Behaviour	Equine Disease & Disorders	Advanced Equitation	Equine Biomechanics	New Venture Creation	Animal Microbiology	Equine Diagnostics and Therapy	Stud Management and Reproductive Techniques	International Academic Study Portfolio	International Academic Study Project	International Academic Study Extended Project	Sandwich Year Work Placement	Undergraduate Dissertation	Developments in Equine Science	Contemporary Issues in Equestrian Sport	Applied Equine Ethology	Undergraduate Independent Study	Equine Nutrition for Performance	Equine Sports Medicine	Equine Therapy and Rehabilitation	Neonatal and Foal Medicine	Epidemiology	Equine Ethics and Welfare	Advanced Animal Microbiology			
<b>(B) Intellectual Skills</b>																																						
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<b>(C) Subject/Professional/Practical Skills</b>																																						
1	Demonstrate basic skills in laboratory protocols and procedures.	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
2	Discuss the key principles relating to equine functional anatomy.	✓			✓			✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
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.	✓		✓		✓		✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
4	Develop a mindset that allows the integration of general veterinary science principles to the field of equine science.	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
5	Apply pre-existing knowledge to the study of the exercising equid.	✓	✓		✓			✓					✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
6	Demonstrate subject specific skills through the application of appropriate statistical, analytical and evaluating techniques to data in order to draw justified conclusions.		✓						✓												✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

<b>Learning Outcomes:</b>		Equine Functional Anatomy	Fundamental Skills for the Equine	Equine Veterinary Science	Equine Industry	Equitation	Animal Nutrition	Animal Genetics	Equine Exercise Physiology	Undergraduate Research Process	Equine Nutrition	Introduction to Equine Behaviour	Equine Disease & Disorders	Advanced Equitation	Equine Biomechanics	New Venture Creation	Animal Microbiology	Equine Diagnostics and Therapy	Stud Management and Reproductive Techniques	International Academic Study Portfolio	International Academic Study Project	International Academic Study Extended Project	Sandwich Year Work Placement	Undergraduate Dissertation	Developments in Equine Science	Contemporary Issues in Equestrian Sport	Applied Equine Ethology	Undergraduate Independent Study	Equine Nutrition for Performance	Equine Sports Medicine	Equine Therapy and Rehabilitation	Neonatal and Foal Medicine	Epidemiology	Equine Ethics and Welfare	Advanced Animal Microbiology	
7	Exhibit knowledge of physiology and nutrition relative to equine performance ability.					✓	✓		✓	✓		✓	✓	✓				✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓						
8	Make judgements on the analysis of the equid in order to monitor and enhance performance within a given role.	✓	✓	✓	✓				✓	✓				✓	✓			✓	✓	✓	✓	✓		✓	✓			✓	✓	✓						
<b>(D) Transferable skills and other attributes</b>																																				
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	Prepare, interpret and present data, using appropriate qualitative and quantitative techniques and packages.		✓				✓		✓	✓								✓		✓	✓	✓		✓		✓		✓							✓	
4	Communicate technical information about areas of current research, or equivalent advanced scholarship, and synthesise and summarise their outcomes.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Utilise problem solving skills in a variety of theoretical and practical situations.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	Develop a reflective philosophy when analysing personal effectiveness and be responsible for personal management of learning.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

## Part 4: Student Learning and Student Support

### ***Teaching, learning and assessment 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 Science programme teaching is a mixture of lectures, seminar sessions, practical sessions both in the laboratory and on the yard combined with scheduled and independent learning.

### ***Scheduled Learning***

May include lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; and external visits. Scheduled sessions may vary slightly depending on the module choices made.

### ***Independent Learning***

May include hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices made.

### ***Placement Learning***

Will include an optional sandwich year and students may elect to study abroad as part of this programme. By the end of the course these students will have benefitted from completing work experience with opportunities to reflect upon their personal development and improving levels of skills relevant to their programme. This experience will give each student a valuable insight into different aspects of industry (national or international) and may have helped formulate ideas of possible careers available following graduation.

### ***International Academic Study***

Within this programme there is an opportunity to gain academic credit for a period of studying abroad. The student would be supported to identify an opportunity of interest, which may be with established College partners or by individual arrangement. All periods of study abroad would have to meet the College's requirements before enrolment on the International Academic Study opportunity modules.

### ***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 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 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 industries.

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.

Compulsory 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 through to level 3 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.

**Support:**

For the placement sandwich year, students will receive additional support and advice on CV and application writing, interview techniques plus much more whilst they are searching for a placement. We have support staff 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 available to all students within the careers service.

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.

Physical resources will also be fully utilised and integrated to support the delivery of this programme and the acquisition of industry standard practical skills enabling our students to lead the way in the management of the performance horse.

**Progression:**

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 or continue with postgraduate education.

This programme offers the opportunity for students to undertake an approved Exchange Programme, for an agreed period (one/two semesters), of overseas study at a higher education institution studying modules appropriate to their programme aims and which have been pre-approved by the Programme Manager. The Exchange Programme is dependent on an approved agreement between Hartpury College and an approved International Institution for BSc (Hons) Equine Science.

## Part 5: Assessment

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

### Assessment Strategy

To enable the learning outcomes to be achieved and demonstrated:

Knowledge is tested through a variety of methods including written assignment, poster presentation/ defence, unseen written and the development of portfolios of competencies. An element of formative assessment appears in some modules on the programme to provide additional support.

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 and practical learning.

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

Professional skills are assessed through a range of appropriate forms of written coursework, examinations, and oral based scenarios, under controlled conditions.

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 for example; reflective portfolios, group work, coursework which requires the use of I.T. skills, presentations, and oral examinations.

In line with the College's commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to the VLE.



## Assessment Map

The programme encompasses a range of **assessment methods** including; essays, posters, presentations, written examinations.

These are detailed in the following assessment map:

### Assessment Map for BSc (Hons) Equine Science; and BSc (Hons) Equine Science (SW)


		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
<b>Compulsory Modules Level 1</b>	Equine Functional Anatomy	A (40)									B (60)
	Fundamental Skills for the Equine Scientist						A (25)				B (75)
	Equine Veterinary Science	A (50)					B (50)				
	Animal Nutrition	A (50)						B (50)			
<b>Optional Modules Level 1</b>	Equine Industry	A (100)									
	Animal Genetics						A (100)				
	Equitation	A (50)						B (50)			
<b>Compulsory Modules Level 2</b>	Equine Exercise Physiology	A (36)					A (24)	B (40)			
	Undergraduate Research Process		A (40)					B (60)			
	Equine Nutrition	A (100)									
<b>Optional Modules Level 2</b>	Stud Management and Reproductive Techniques	A (50)					B (50)				
	Introduction to Equine Behaviour						A (100)				
	Equine Disease and Disorders	A (50)						B (50)			
	Advanced Equitation	A (50)						B (50)			
	Equine Biomechanics		A (50)					B (50)			
	New Venture Creation								B (60)		A (40)
	Animal Microbiology	A (30)		A (20)					B (50)		
	Equine Diagnostics and Therapy	A (75)		A (25)							
	International Academic Study Portfolio										A (100)
<b>Optional Year</b>	Sandwich Year Work Placement										A (100)
	<b>Compulsory Modules Level 3</b>	Developments in Equine Science				A (100)					
		Undergraduate Dissertation									A (100)
<b>Optional Modules Level 3</b>	Equine Sports Medicine	A (50)						B (50)			
	Equine Ethics and Welfare						A (100)				
	Contemporary Issues in Equestrian Sport						A (25)	B (75)			
	Equine Therapy and Rehabilitation		A (100)								
	Applied Equine Ethology						A (100)				
	Equine Nutrition for Performance	A (100)									
	Undergraduate Independent Study									A (100)	
	Epidemiology	A (60)						B (40)			
	Advanced Animal Microbiology	A (50)					B (50)				
Neonatal and Foal Medicine	A (50)						B (50)				

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

## Part 6: Programme Structure

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

level and credit requirements  
interim award requirements  
module diet, including compulsory and optional modules

ENTRY	Compulsory Modules	Optional Modules	Interim Awards	
	Level 1	Equine Functional Anatomy (UIEXN8-30-1) Fundamental Skills for the Equine Scientist (UIEXNL-30-1) Equine Veterinary Science (UIEXN5-15-1) Animal Nutrition (UINXK5-15-1)	Students are normally required to select 30 credits from the optional modules listed below:  Equine Industry (UIEXNK-15-1) Animal Genetics (UINXNV-15-1); or Equitation (UIEXN6-15-1)	<u>CertHE Equine Science</u> Credit requirements: 120 credits at level 0 or above of which not less than 100 are at level 1 or above.  <u>DipHE Equine Science</u> 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 at level 2 or above.
	Level 2	Equine Exercise Physiology (UIEXRG-30-2) Undergraduate Research Process (UINXU5-15-2) Equine Nutrition (UIEXRC-15-2)	Students are normally required to select 60 credits from the optional modules listed below:  Stud Management and Reproductive Techniques (UIEXRJ-30-2) Introduction to Equine Behaviour (UIEXRF-15-2) Equine Disease & Disorders (UIEXRA-15-2) Advanced Equitation (UIEXR5-15-2) Equine Biomechanics (UIEXR8-15-2) New Venture Creation (UISXTX-15-2) Animal Microbiology (UINXRK-15-2) Equine Diagnostics and Therapy (UIEXR9-15-2) International Academic Study Portfolio (UINXRP-15-2) International Academic Study Project (UINXRQ-30-2) International Academic Study Extended Project (UINXRR-45-2)	<u>BSc Equine Science</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 at level 3 or above.  <b>TARGET AWARDS</b> <u>BSc (Hons) Equine Science</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.  <u>BSc (Hons) Equine Science (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.
	Optional Year	Sandwich Year Work Placement (UINVK6-15-2)		
	Level 3	Developments in Equine Science (UIEV4K-15-3) Undergraduate Dissertation (UINV3R-45-3)	Students are normally required to select 60 credits from the optional modules listed below:  Equine Sports Medicine (UIEV4N-15-3) Equine Ethics and Welfare (UIEV4L-15-3) Contemporary Issues in Equestrian Sport (UIEV4H-15-3) Equine Therapy and Rehabilitation (UIEV4P-15-3) Applied Equine Ethology (UIEV4R-15-3) Equine Nutrition for Performance (UIEV4M-15-3) Undergraduate Independent Study (UINV3M-15-3) Epidemiology (UINV3H-15-3) Advanced Animal Microbiology (UINV4T-15-3) Neonatal and Foal Medicine (UIEV4Q-15-3)	
<b>GRADUATION</b>				

### Part time:

There are a number of routes that a part time student can take to graduate, this can be done depending upon student requirements, hence production of a specific map will depend upon 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 280 tariff points.

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 usually 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

### **QAA Subject Benchmark Statements:**

#### ***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) Degree QAA document***

#### ***University Teaching and Learning Policies: University of the West of England Learning and Teaching Strategy (2001)***

Have been used to ensure that the quality of learning, teaching and assessment on this programme adheres to the university's frame work of academic regulations, procedures and working practices that enable the assurance of academic standards. The University's Policy on Word Count has also been used to inform the assessment strategy stated in Part 5 of this document and is detailed on the module descriptors.

#### ***University of the West of England 2020 Strategy***

Has been used in designing this programme to ensure that the programme is: learning-centered; 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 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: Field of Equine Science Vocational Panel Meetings***

Field 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.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning?

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](#).