



**CORPORATE AND ACADEMIC SERVICES**

**PROGRAMME SPECIFICATION**

<b>Part 1: Basic Data</b>			
<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>	Animal and Land		
<b>Modular Scheme Title</b>	Undergraduate Modular Scheme, Hartpury College		
<b>Professional Statutory or Regulatory Body Links</b> <i>Name of PSRB</i> <i>Type of approval</i> <b>Dates</b>	The Royal College of Veterinary Surgeons (RCVS)		
<b>Highest Award Title</b>	BSc (Hons) Equine Veterinary Nursing Science		
<b>Default Award Title</b>	None		
<b>Fall-back Award Title</b>	None		
<b>Interim Award Titles</b>	BSc Equine Veterinary Nursing Science		
<b>UWE Progression Route</b>	None		
<b>Mode(s) of Delivery</b>	Full time; Part time		
<b>Codes</b>	<b>UCAS:</b> D312	<b>JACS:</b> D310	
	<b>ISIS2:</b> D312	<b>HESA:</b>	
<b>Relevant QAA Subject Benchmark Statements</b>	Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences Veterinary Nursing (Subject to approval)		
<b>Initial CAP Approval Date</b>	17 February 2014	<b>Revised CAP Approval Date</b>	V1.1- 12 January 2015
			V1.2- 07 December 2016
<b>Valid from:</b>	01 September 2014		
<b>Valid until:</b>	01 September 2020		
<b>Version</b>	1.2		

## 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 in the field of equine veterinary nursing science. The aim of the programme is to enable the learner to gain a fundamental understanding and critical awareness of the equine veterinary nursing and related equine/animal industry.

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

- 1 Access a coherent programme of study in equine veterinary nursing science, underpinned by current research;
- 2 Build on acquired scientific principles to develop a knowledge and understanding in the context of the present day industry and work competently to the most recent PSRB industry standards;
- 3 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;
- 4 Be provided with an intellectual challenge based on a scientific and analytical approach;
- 5 Undertake an in-depth and sustained piece of work with minimal supervision
- 6 Undertake high quality education and professional development, supported by a strong base of creative and applicable research;
- 7 Develop skills and qualities appropriate to all aspects of personal and working life
- 8 Be prepared for successful employment and meet the needs of the industry sector providing the foundation for a range of careers;
- 9 Transfer skills to different working environments and enable students to be adaptable to the changing demands of the veterinary industry.

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

Graduates from the BSc (Hons) Equine Veterinary Nursing Science entered the programme as qualified equine veterinary nurses. During the programme of study they built on this qualification developing skills in analysis, evaluation and professionalism in the context of equine veterinary nursing. This included advanced knowledge of developments in equine health and management. Additionally, graduates have awareness of clinical coaching and current challenges for the professional veterinary nurse enabling them to respond to policy changes and ongoing recommendations for evidence based practice. During their studies they will have experienced equine management in a large education and competition based setting, including the consideration of the application of equine therapy and rehabilitation techniques within a holistic management schedule.

## 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:

### Learning Outcomes:

	The Professional Veterinary Nurse	Investigative Skills for the Successful Undergraduate AND Applied Research Project OR Undergraduate Dissertation	Developments in Equine Science	Epidemiology	Undergraduate Independent Study	Equine Therapy and Rehabilitation	Equine Ethics and Welfare	Equine Sports Medicine	Applied Business Management
<b>(A) Knowledge and understanding of:</b>									
1	An understanding and critical awareness of the problems and/or new insights in equine veterinary nursing, animal and equine management.	√	√	√	√	√	√	√	√
2	A sound knowledge of recent advances and research.	√	√	√	√	√	√	√	√
3	An appreciation of the application, development, ethical and business considerations within the industry.	√	√	√					√

<b>Learning Outcomes:</b>		<b>The Professional Veterinary Nurse</b>	<b>Investigative Skills for the Successful Undergraduate AND Applied Research Project OR Undergraduate Dissertation</b>	<b>Developments in Equine Science</b>	<b>Epidemiology</b>	<b>Undergraduate Independent Study</b>	<b>Equine Therapy and Rehabilitation</b>	<b>Equine Ethics and Welfare</b>	<b>Equine Sports Medicine</b>	<b>Applied Business Management</b>
4	The ability to apply knowledge gained during this, and previous programmes, together with an understanding of how established techniques of research and enquiry are used to create and interpret knowledge in applied science and management.	√	√	√	√	√	√	√	√	√
5	Academic skills to enable further study.	√	√	√	√	√	√	√	√	√
<b>(B) Intellectual Skills</b>										
1	Use skills of reflection, evaluation and critical thinking in analysing problems and problem solving.	√	√	√		√				
2	Describe, interpret and organise data which can be used to defend an opinion formed on the basis of evidence.		√	√	√	√				
3	Apply given techniques/methods accurately to a well-defined problem, draw appropriate conclusions and make recommendations.	√	√	√		√				
4	Demonstrate the ability to undertake sustained study and apply deeper cognitive learning.	√	√	√		√				
5	Critically evaluate research and the role it contributes to current and future practice.	√	√	√	√	√	√	√	√	√
6	Reflect on actions and priorities and formulate effective strategies for achieving goals.	√	√	√		√				√
7	Understand and apply numerical conventions, interpreting trends and data.		√	√		√				√
8	Debate issues in relation to more general ethical perspectives and develop an awareness of personal professional responsibility and professional codes of conduct.	√		√				√		
9	Demonstrate a commitment to continuing professional development and lifelong learning through the development of skills in relation to self directed and independent study	√	√	√	√	√	√	√	√	√
<b>(C) Subject/Professional/Practical Skills</b>										
1	Communicate effectively with individuals, establishing professional and ethical relationships	√	√	√		√				√
2	Maintain and safeguard the standards and practices required within the veterinary industry.	√					√			
3	Recognise moral/ethical dilemmas and issues and respond appropriately.	√	√	√				√		
4	Be adaptable to the changing demands of a veterinary practice and individuals who engage with it.	√					√			
5	Prepare, process, interpret and present data using appropriate qualitative and quantitative techniques.	√	√	√						
<b>(D) Transferable skill and other attributes</b>										
1	Communicate effectively with a wide range of individuals using a variety of means.	√	√	√	√	√				√
2	Reflect upon academic, vocational and professional performance.	√	√	√						
3	Utilise problem solving skills in a variety of theoretical and practical situations.	√	√	√		√				
4	Respond to changing demands in the workplace.	√	√	√						
5	Take responsibility for personal and professional learning and development.	√	√	√	√	√				√

<b>Learning Outcomes:</b>		<b>The Professional Veterinary Nurse</b>	<b>Investigative Skills for the Successful Undergraduate AND Applied Research Project OR Undergraduate Dissertation</b>	<b>Developments in Equine Science</b>	<b>Epidemiology</b>	<b>Undergraduate Independent Study</b>	<b>Equine Therapy and Rehabilitation</b>	<b>Equine Ethics and Welfare</b>	<b>Equine Sports Medicine</b>	<b>Applied Business Management</b>
6	Manage time effectively, prioritise workloads and recognise and manage personal emotions and stress.	√	√	√	√	√	√	√	√	√
7	Understand career opportunities and challenges ahead and begin to plan a career path.	√	√	√						√
8	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**

The purpose of the programme is to provide a route of academic study that is intellectually challenging and vocationally relevant.

In the honours degree programme, academic knowledge and understanding will reinforce and support the development of vocational skills to equip the student with the skills and knowledge relevant to their employment and to the needs of employers. There has been substantial dialogue with the veterinary industry and the Royal College of Veterinary Surgeons (RCVS) thus identifying current needs in veterinary nursing and associated professions.

The programme has been designed to provide the best learning experience for the learner.

The learner will have the opportunity to study and apply their knowledge across a range of areas. The diversity of experience and transferable skills will give the BSc (Hons) graduate a good foundation for Continuing Professional Development.

The learner will be supported throughout the programme through online web-based support and Digital Collection and individual tutorial sessions with a designated tutor.

Through complementary studies, learners are able to acquire professional qualifications such as manual handling, first aid, health and safety, and risk assessment. Opportunities for learners to develop their information technology skills are again available through complementary studies.

#### **Virtual Learning Environment (VLE)**

This programme is supported by a VLE where learners will be able to find all necessary programme/module information. Direct links to information sources will also be provided from within VLE.

#### **Careers**

To support the 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 any Distinctive Features**

- 1 This programme is designed for RCVS Registered Equine Veterinary Nurses that have achieved the FdSc Equine Veterinary Nursing Science (SW) qualification.
- 2 The purpose of the programme is to provide the learner with the opportunity to gain an Honours degree qualification.
- 3 The purpose of the programme is to build on existing academic and intellectual attainment through academic study and to develop new higher knowledge and understanding.
- 4 The programme design includes compulsory modules to ensure that all learners that graduate from this programme have attained the appropriate skills and understanding, and the research project

5	ensures that learners gain appropriate Honours degree research skills. The programme is a well-balanced programme of study that is intellectually challenging, vocationally relevant, and provides a foundation for pursuing a career within the veterinary, and/or the equine or animal based sector.
6	Learners will have the opportunity to establish and refine their professional competencies.
7	The programme reinforces academic knowledge and understanding, whilst supporting the development of vocational skills to equip the student with the skills and knowledge relevant to their employment.
8	The programme is designed to build on the competencies of a wide spectrum of learners. The programme delivery maximises benefits of co-teaching with specialised seminars and practical sessions to include skills in coaching in a clinical setting, and practical case studies.
9	Learners undertaking the Honours degree will study alongside other Honours degree students. Lectures and practical work may be shared, and students benefit from the differing strengths and experiences of each student cohort. Separate seminar work, assessment and tutorials maintain the distinction between programmes within the shared teaching experience.
10	College contacts and expertise are used to ensure that learners gain the most from the programme.
11	The programme allows learners to develop further their professional skills, with particular reference to professional obligations, the RCVS Code of Professional Conduct and Continuing Professional Development.

### 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:

Assessments will take place throughout the programme and appropriate assessments will be used to test both theoretical understanding and practical ability. A range of teaching and assessment techniques are used throughout the programme. Teaching techniques may include theoretical lectures, practical sessions, seminars, debates, industry based guest speakers, and visits. A wide range of assessment techniques are utilised offering the learner the opportunity to excel through written examinations, assignments, oral assessments, presentations, poster presentations and practical application.

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 Virtual Learning Environment (VLE).

#### Assessment Map

The programme encompasses a range of **assessment methods** including; written examinations, practical examinations, practical skills assessments, oral assessment/presentations, written assignments. These are detailed in the following assessment map:

#### Assessment Map for BSc (Hons) Equine Veterinary Nursing Science

		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 Level 3	The Professional Veterinary Nurse						A (50)				B (50)
	Investigative Skills for the Successful Undergraduate AND			A (50)					B (50)		
	Applied Research Project OR							A (100)			


		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>Undergraduate Dissertation</b>									A (100)	
<b>Optional Modules</b>	Developments in Equine Science				A (100)						
	Epidemiology	A (60)						B (40)			
	Equine Ethics and Welfare						A (100)				
	Equine Sports Medicine	A (50)						B (50)			
	Applied Business Management						A (100)				
	Equine Therapy and Rehabilitation		A (100)								
	Undergraduate Independent Study								A (100)		
*Assessment should be shown in terms of either <b>Written Exams</b> , <b>Practical exams</b> , or <b>Coursework</b> 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 typical **full time student**, including:

- 1 level and credit requirements
- 2 interim award requirements
- 3 module diet, including compulsory and optional modules

The UWE requirements for the award of the BSc (Hons) Equine Veterinary Nursing Science are assessed through the modules as outlined in the module specifications.

ENTRY	Compulsory Modules	Optional Modules	Interim Awards
	<p>The Professional Veterinary Nurse (UIN XQV-30-3)</p> <p>Students need to select 45 credits from the following compulsory modules;</p> <p>Applied Research Project (UINV3S-30-3) AND Investigative skills for the successful undergraduate (UINV4Y-15-3) OR Undergraduate Dissertation (UINV3R-45-3)</p>	<p>Students are normally required to select 45 credits from the level 3 optional modules listed below:</p> <p>Equine Ethics and Welfare (UIEV4L-15-3) Applied Business Management (UINXKU-15-3) Developments in Equine Science (UIEV4K -15-3) Epidemiology (UINV3H-15-3) Equine Sports Medicine (UIEV4N-15-3) Equine Therapy and Rehabilitation (UIEV4P-15-3) Undergraduate Independent Study (UINV3M-15-3)</p>	<p><u>BSc Equine Veterinary Nursing Science</u></p> <p>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 600 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.</p> <p>TARGET AWARD: <u>BSc (Hons) Equine Veterinary Nursing Science</u></p> <p>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.</p>
<b>GRADUATION</b>			

## Part 7: Entry Requirements

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

Entry is restricted to RCVS Registered Equine Veterinary Nurses (REVNs) that have achieved the FdSc Equine Veterinary Nursing Science (SW) qualification that will form the recognition of RPL/RPEL to enable entry to Level 3.

All suitable applicants will be interviewed prior to an offer being made.

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

## Part 8: Reference Points and Benchmarks

The learning outcomes for the programme have been developed with reference to the qualification descriptors used in the QAA Framework for Higher Education Qualifications. The QAA bench marks describe the distinctive features of a qualification at this level, its purpose, general characteristics and generic outcomes. In particular the following characteristics of the degree have been considered; employer involvement, accessibility, progression, flexibility, partnership, monitoring, review and vocational orientation which will allow learners to perform effectively in their chosen field.

### **QAA Subject Benchmark Statement: Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences**

- 1 This statement has 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.

- |   |  |
|---|--|
| 2 | The statement makes explicit the nature and the standard of degree awards in the subject areas of the land-based industries, related applied biological sciences, rural studies and consumer sciences and studies. The statement clarifies the boundaries of each subject area and provides valid frames of reference within which a degree in a discipline should be offered. |
| 3 | The statement considers programmes that include academically rigorous study of material which will be applicable in the work place and to society, and takes into account the extent to which programmes of study and work allows students entering the higher education system to choose a course with an emphasis suited to their needs and aspirations.                     |



### **University Strategies and Policies: The Academic Regulations and Procedures**

Has been used to ensure that the quality of learning, teaching and assessment on this programme adheres to the university's framework 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-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 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.

### **Regulatory body**

- 1 LANTRA Veterinary Nursing Occupational Standards;
- 2 RCVS Day One Skills for Veterinary Nurses.

These have been utilised to highlight all of the necessary skills, knowledge and understanding required to competently carry out the role of a Veterinary Nurse in veterinary practice.

In addition the following benchmarks have been taken into consideration:

- 1 QAA Veterinary Nursing benchmark statements (on publication);
- 2 QAA Foundation Degree Qualification benchmark;
- 3 Code of Practice for the Assurance of Academic Quality and Standards in Higher Education: Placement Learning;
- 4 The Framework for Higher Education Qualifications in England Wales and Northern Ireland - Foundation Degree QAA document;
- 5 University Teaching and Learning Policies: University of the West of England Learning and Teaching Strategy;
- 6 Employer interaction/feedback;
- 7 The University Framework;
- 8 Overview report on foundation degree reviews;
- 9 QAA guidelines for preparing for validations;
- 10 Equine Industry Occupational and Functional Map Draft Version 1 by LANTRA – Sector Skills - Council for environmental and land-based sector;

11 LANTRA Foundation Degree Sectoral Framework for Animal Health and Welfare.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

In order to facilitate the development of this programme and to evaluate and improve the quality and standards of learning, feedback from the professional body (The RCVS), current students, graduates and employers has been and continues to be requested, considered and utilised.

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](#).