



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	Exchange		
Faculty responsible for programme	Hartpury		
Department responsible for programme	Equine		
Modular Scheme Title	None		
Professional Statutory or Regulatory Body Links	None		
Highest Award Title	MSci Equine Science MSci Equine Science (SW)		
Default Award Title	None		
Fall-back Award Title	None		
Interim Award Titles	BSc (Hons) Applied Equine Science BSc (Hons) Applied Equine Science (SW) BSc Applied Equine Science BSc Applied Equine Science (SW) DipHE Equine Science CertHE Equine Science		
UWE Progression Route	None		
Mode(s) of Delivery	FT / SW / PT		
Codes	UCAS: D336	JACS: D422	
	ISIS2: D33612 D33622 (SW)	HESA:	
Relevant QAA Subject Benchmark Statements	QAA Subject benchmarks: Agriculture, forestry, agricultural sciences, food sciences and consumer sciences (2009)		
Initial CAP Approval Date	03 February 2015	Revised CAP Date	V1.1-19 August 2015 V2- 07 July 2016 V2.2 – 23 February 2017
Valid from	01 September 2017 (2016 intake)		
Valid until Date	01 September 2021		
Version	2.2		

Part 2: Educational Aims of the Programme

The target award of a MSci Equine Science is a four year full-time programme, with the option of doing a five year degree with a Sandwich year between the second and third year. The degree is designed to develop a sound knowledge of the development and progression of the equine science and allied industries through the development of research ready graduates. The broad spectrum of modules across the four years of taught study will enable the student to tailor the degree programme to suit their interests and support their progression into employment or to doctoral level education.

General Aims

The programme aims to encourage students to think critically, evaluate concepts and propose sound, reasoned solutions to problems within the field of equine science. Throughout the programme, students are encouraged to build on scientific principles. This will 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 equine industry. Exposure to real-world scenarios through practices including the utilisation of industry experts within the delivery of the course, coupled with the integration of scientific theories ensures that graduates from this programme have a strong balance of industry experience and solid research-based science.

Through the inclusion of the optional work placement and international study opportunities, the MSci Equine Science programme allows students to develop their subject and personal skills within a range of professional environments both in the UK and overseas. Whilst the supportive integrated design of the third year of study will facilitate a more structured and cohesive preparation to the final year of the programme at postgraduate level.

Specific Aims

The specific aims of the programme are:

1. To allow students the opportunity to engage with new and developing areas of research within the field of equine science;
2. To provide an opportunity for students to develop and realise their potential within a supportive framework;
3. To develop the students' transferable skills, knowledge and capacity for critical analytical thought in a rigorous and constructive way through a range of assessment modalities; including case study analysis, practical assessments, written reports and verbal exploration;
4. To develop students' practical skills through the application of a range of professional techniques and equipment including nutritional analysis, clinical pathology, performance analysis and husbandry techniques;
5. To offer students the opportunity to engage with facilities and events through volunteer opportunities, modules requirements, such as equine therapy, or work experience;
6. To provide students with progressive and developmental opportunities to design, construct and undertake scientific research relevant to the field of equine science;
7. To provide an applied science programme of study in the field of equine science underpinned by staff research, consultancy and scholarship;
8. To facilitate the students' ability to recognise and utilise constructive general, and specific, feedback and apply it across a range of subjects and tasks undertaken;
9. To enable students to progress through the robust but supportive programme framework as 'research ready' graduates onto doctoral level study or research within a range of subject areas.

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

MSci Equine Science graduates have a thorough knowledge and appreciation of the horse in the context of the contemporary equine industry. The graduate has analysed the horse as an athlete and considered all aspects contributing to its performance, including both inherent and management factors. Graduates will have completed independent scientific investigations demonstrating the key subject specific, project

Part 2: Educational Aims of the Programme

management, data handling and analysis skills required to effectively demonstrate research competence at Masters level.

Graduates from the sandwich programme have completed a year-long industry placement.

Graduates having undertaken the exchange opportunity will have strengthened their global understanding of the equine industry.

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:

	Equine Functional Anatomy	Fundamental Skills for the 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	Applied Stud Management	International Academic Study Project	Sandwich Year Work Placement	Applied Research Project	Postgraduate Independent Study	Contemporary Issues in Equestrian Sports	Applied Equine Ethology	Equine Nutrition for Performance	Equine Sports Medicine	Equine Therapy and Rehabilitation	Neonatal and Foal Medicine	Epidemiology	Equine Ethics and Welfare	Advanced Animal Microbiology	Postgraduate Independent Project	The Research Process	Applied Equine Exercise Physiology	Equine Behaviour and Welfare	Therapy and rehabilitation of the Equine Athlete	Investigating Equestrian Research	
A) Knowledge and Understanding of:																																					
1. A working understanding and a critical awareness of the current knowledge base, new developments and issues pertaining to science relating to the equine industry, including: <ul style="list-style-type: none"> Equine anatomy and physiology. Equine exercise physiology. Equine nutrition. Equine sports medicine. Equine veterinary science. Equine reproduction. 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 applicable to research in the area of equine science leading to publication or advanced scholarship.	✓	✓	✓	✓			✓		✓	✓					✓	✓				✓	✓	✓	✓	✓	✓	✓	✓		✓		✓		✓	✓	✓	✓	✓

Part 3: Learning Outcomes of the Programme

	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	Applied Stud Management	International Academic Study Project	Sandwich Year Work Placement	Applied Research Project	Postgraduate Independent Study	Contemporary Issues in Equestrian Sports	Applied Equine Ethology	Equine Nutrition for Performance	Equine Sports Medicine	Equine Therapy and Rehabilitation	Neonatal and Foal Medicine	Epidemiology	Equine Ethics and Welfare	Advanced Animal Microbiology	Postgraduate Independent Project	The Research Process	Applied Equine Exercise Physiology	Equine Behaviour and Welfare	Therapy and rehabilitation of the Equine Athlete	Investigating Equestrian Research	
4. An understanding of legislative, ethical and moral constraints within the equine industry as a whole.			✓	✓						✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
5. An innovative and individual approach to the application of knowledge gained during the programme, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in science disciplines.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
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) Intellectual Skills:																																						
1 Apply strategies for appropriate selection of relevant information from a wide source and large body of knowledge.	✓	✓	✓					✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
2 Critically evaluate current research in the areas of equine science.								✓			✓	✓					✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
3 Synthesise information from a number of sources in order to gain a thorough understanding of theory and practice and apply sound and justified knowledge to novel situations.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Part 3: Learning Outcomes of the Programme

<i>Learning Outcomes:</i>		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	Applied Stud Management	International Academic Study Project	Sandwich Year Work Placement	Applied Research Project	Postgraduate Independent Study	Contemporary Issues in Equestrian Sports	Applied Equine Ethology	Equine Nutrition for Performance	Equine Sports Medicine	Equine Therapy and Rehabilitation	Neonatal and Foal Medicine	Epidemiology	Equine Ethics and Welfare	Advanced Animal Microbiology	Postgraduate Independent Project	The Research Process	Applied Equine Exercise Physiology	Equine Behaviour and Welfare	Therapy and rehabilitation of the Equine Athlete	Investigating Equestrian Research
4	Design, plan, conduct and report a programme of original research to test scientific hypotheses relating to the field of equine science.								✓							✓						✓											✓	✓	✓	✓	✓	
5	Analyse, evaluate and interpret evidence sources, to support arguments and investigate theories relating to equine science.								✓			✓	✓		✓			✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
6	Demonstrate confidence in the analysis of current situations and evaluation of methodologies, identifying strengths and weaknesses and, where appropriate, 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.								✓	✓	✓	✓	✓	✓	✓		✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C) Subject / Professional / Practical Skills																																						
1	Demonstrate skills in a range of protocols and procedures involved within the field of equine science, including; laboratory techniques, exercise test design and implementation and efficacy assessment.	✓	✓	✓			✓		✓		✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓							✓	✓	✓	✓	✓	✓	✓	✓	
2	Discuss, in depth, key principles of equine functional anatomy relating to a range of scenarios pertaining to the equid including how they underpin specific knowledge in further areas of study.	✓		✓			✓	✓	✓		✓	✓	✓		✓		✓	✓	✓				✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓

Part 3: Learning Outcomes of the Programme

Learning Outcomes:		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	Applied Stud Management	International Academic Study Project	Sandwich Year Work Placement	Applied Research Project	Postgraduate Independent Study	Contemporary Issues in Equestrian Sports	Applied Equine Ethology	Equine Nutrition for Performance	Equine Sports Medicine	Equine Therapy and Rehabilitation	Neonatal and Foal Medicine	Epidemiology	Equine Ethics and Welfare	Advanced Animal Microbiology	Postgraduate Independent Project	The Research Process	Applied Equine Exercise Physiology	Equine Behaviour and Welfare	Therapy and rehabilitation of the Equine Athlete	Breeding for Performance	
3	Develop a mindset which reinforces the integration of veterinary science principles to the field of equine science.		✓						✓		✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	
4	Apply pre-existing scientific knowledge and practices to the study of the exercising equid.				✓				✓				✓	✓				✓			✓			✓	✓	✓	✓	✓						✓	✓	✓	✓		
5	Demonstrate subject specific skills through the application of appropriate statistical, analytical and evaluating techniques to data in order to draw justified conclusions.	✓							✓											✓	✓	✓	✓						✓				✓	✓					
6	Exhibit a sound knowledge of physiology and nutrition relative to equine performance ability.					✓	✓		✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓							✓	✓	✓	✓	
7	Make evidence based judgments on the analysis of the equid in order to monitor and enhance performance within a given role.	✓	✓	✓	✓				✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						✓	✓	✓	✓	✓	
(D) Transferable skills and other attributes																																							
1	Recognise and respect the views of others and work effectively and coherently within a team environment.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Communicate in written and verbal mediums effectively using terminology appropriate for varied and defined audiences.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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3 Prepare, interpret and present information and / or data, using appropriate techniques and software packages.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4 Demonstrate the ability to use a wide range of sources, including the internet, electronic journal databases and library catalogues to complete a detailed literature searches on given topics.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5 Utilise problem solving skills in a variety of theoretical and practical situations.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6 Evaluate their own academic, vocational and professional performance.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7 Take responsibility for independent personal and professional learning and development.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8 Develop a strategy for managing time, stress and personal emotions whilst prioritising workloads and effectively responding to changing demands.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9 Understand the career opportunities and challenges ahead and begin to plan a career path.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Part 4: Student Learning and Student Support

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

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face to face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the MSci 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. The opportunity for placement learning is also offered with the option of a sandwich year or a period of study abroad.

Scheduled learning includes 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 includes time engaged in essential reading, case study preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.

Placement learning includes the opportunity to undertake an optional sandwich year to undertake a period of work placement and / or students may elect to study abroad as part of this programme to gain academic credit. The student would be supported to identify an opportunity of interest, which may be with established College partners or by individual arrangement. 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. All periods of study abroad would have to meet the College's requirements before enrolment on the International Academic Study opportunity modules.

Careers support and preparation is provided to learners through careers personnel visiting Hartpury on a regular basis in addition to available 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. Support is also available to those students interested in pursuing Doctorate study, including, the identification of project and proof-reading applications.

Description of the teaching resources provided for students

Students will have access to a range of teaching resources, laboratory facilities, the Equestrian Centre and the Therapy Centre, University Learning Centre, specialist software and wider estate. A wide range of horses and ponies are housed within the Equestrian Centre and these are used for practical application of theory in teaching and can be used for dissertation projects and development of practical handling skills. 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 Therapy Centre provides opportunity to enhance learning through interaction with clinical referral and rehabilitation cases and supports a wide range equine athletes. Interaction with the Equestrian Centre and Therapy

Part 4: Student Learning and Student Support

Centre will be used in many modules to develop practical skills, enhance learning and support industry application of knowledge.

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 with.

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

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 higher level equine-related industries.

The programme has been designed to facilitate the development and progression students who demonstrate a robust scientific understanding and a desire and determination to progress to postgraduate level study from an early stage in order to attain positions within higher level employment or research programmes.

The Masters programme equips the student with the knowledge base and skills relevant to this broad area of applied science through the enhancement and reinforcement of academic knowledge and practical skills.

Years 1 and 2 of this programme are run in parallel to the BSc (Hons) Equine Science provision whereby compulsory modules at level 1 provide the student with a basic understanding of science and anatomical concepts. This knowledge is expanded in the subsequent modules at level 2 with a selection of optional modules enabling the student to begin specialising in areas of particular interest to them.

Years 3 and 4 are unique to this programme and 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 a research project to develop their investigative research skills which can then be built on/ refined or modified 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.

Equine Science students' at all four levels 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 to add to their personal vocational and

Part 4: Student Learning and Student Support

practical skills in addition to knowledge base. Those students that wish to encapsulate the develop their vocational skills as part of their degree programme 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. 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 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:

Years 1 and 2 of the MSci Equine Science are run in parallel with years 1 and 2 of the BSc (Hons) Equine Science. 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 usually be transferred to year 3 of the BSc (Hons) Equine Science programme and could then apply for future postgraduate study provided they meet the entry requirements.

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 external fields. The balance of skills developed on the programme will enable graduates to continue with postgraduate education.

Part 5: Assessment

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

Assessment Strategy

The assessments within this programme are aimed at encouraging an 'assessment for learning' approach, in line with the College's Teaching, Learning and Scholarship strategy. These assessments should facilitate the process of reaching the learning outcomes of the modules rather than assessment being primarily a task orientated process. Assessments will be designed to encourage the concept of Education for Sustainable Development (ESD) whereby students will be required to think critically about proposed scenarios and produce methodical, evidence based enquiries within an industry based context. Further to this and in line with College and University practices, assessments will be written to discourage plagiarism by encouraging the use of intellectual skills to synthesise information acquired following analysis and evaluation of

Part 5: Assessment

appropriate literature. The range of assessment modalities offers a holistic assessment experience both across the levels and throughout the programme

To enable the learning outcomes to be achieved and demonstrated:

Knowledge is tested through a variety of methods including written assignments, poster presentations/ defence, unseen written examinations, oral examinations, case study scenarios and the development of evidence portfolios. Elements of formative assessment appear 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;
- Facilitate academic progression.

A variety of assessment methods are utilised throughout the programme and these are monitored to ensure they relate to learning outcomes and support academic progression between levels. In year 3 HE level 3 and M modules are delivered with level M assessment being introduced in semester 2 only.

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; 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.

Part 5: Assessment

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 *MSci Equine 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
Year 1 Compulsory Modules Level 1	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)		
	Equine Industry	A (100)									
Year 1 Optional Modules Level 1	Animal Genetics						A (100)				
	Equitation	A (50)						B (50)			
Year 2 Compulsory Modules Level 2	Equine Exercise Physiology	A (36)					A (24)	B (40)			
	Undergraduate Research Process								A (100)		
	Equine Nutrition	A (100)									
Year 2 Optional Modules Level 2	Applied Stud Management							A (100)			
	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						A (100) G				
	Animal Microbiology	A (30)		A (20)					B (50)		
	Equine Diagnostics and Therapy	A (75)		A (25)							
Optional Year	International Academic Study Project						A (25)				B (75)
	Sandwich Year Work Placement										A (100)
Year 3 Compulsory Modules	Applied Research Project								A (100)		

			Module number: UISXTX-15-2 Module name: New Venture Creation	
			Module number: UINXRK-15-2 Module name: Animal Microbiology	
			Module number: UIEXR9-15-2 Module name: Equine Diagnostics and Therapy	
			Module number: UINXRQ-30-2 Module name: International Academic Study Project	

Year Out: Sandwich Year Work Placement (UINVK6-15-2)

		Compulsory Modules	Optional Modules	Interim Awards
Year 3		Module number: UINV3S-30-3 Module name: Applied Research Project	Module number: UIEV4L-15-3 Module name: Equine Ethics and Welfare	<u>BSc Applied 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.
		Module number: UINV4-15-M Module name: Postgraduate Independent Study	Module number: UIEV4H-15-3 Module name: Contemporary Issues in Equestrian Sports	<u>BSc Applied Equine Science (SW)</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.
			Module number: UIEV4P-15-3 Module name: Equine Therapy and Rehabilitation	
			Module number: UIEV4R-15-3 Module name: Applied Equine Ethology	<u>BSc (Hons) Applied Equine Science</u> Credit requirements: 360 credits at level 0 or above of which not less than 340 are at level 1
			Module number: UIEV4M-15-3 Module name: Equine Nutrition for Performance	
			Module number: UINV3H-15-3 Module name: Epidemiology	

		Module number: UIEV4Q-15-3 Module name: Neonatal and Foal Medicine	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) Applied 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.
	Module number: UIEV4N-15-3 Module Name: Equine Sports Medicine		
	Module number: UINV4T-15-3 Module name: Advanced Animal Microbiology		

		Compulsory Modules	Optional Modules	Interim Awards
Year 4	Module number: UINV5D-30-M Module name: Postgraduate Independent Project	Module number: UIEXKX-30-M Module name: Applied Equine Exercise Physiology	Module number: UIEXKS-15-M Module name: Therapy and Rehabilitation of the Equine Athlete Module number: UIEXQW-30-M Module name: Equine Behaviour and Welfare Module number: UIEV6Y-15-M Module name: Investigating Equestrian Research	<u>TARGET AWARD</u> <u>MSci Equine Science</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.
	Module number: UINXKT-15-M Module name: The Research Process			

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.

Part 7: Entry Requirements

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

Tariff points as appropriate for the year of entry - up to date requirements are available through the [courses database](#). Further progression of applicants for this programme will be subject to interview following submission and scrutiny of their official application.

We 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 or equivalent prior to entry onto the programme.

Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

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.

The Code of Practice for the Assurance of Academic Quality and Standards in Higher Education: Placement Learning (QAA 2007) has been used to define the minimum level of achievement that students need to achieve to succeed on this programme and achieve the qualification. It has also been used to inform the academic quality of the programme and enhance the quality of the learning opportunities and the assessment methods used to measure achievement on the programme.

The Framework for Higher Education Qualifications in England Wales and Northern Ireland (QAA 2008); has been used to ensure that the programme develops students and ensures they meet the appropriate level's criteria ensuring that students are able to evaluate evidence, arguments and assumptions, to reach sound judgments and communicate them effectively.

The Master's Degree Characteristics (QAA March 2010) has been used to ensure that the assimilated structure of the programme conforms to the quality requirements of an Integrated Masters as outlined by the QAA and that students are challenged by a robust and encouraging postgraduate component within the programme.

The 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,

Part 8: Reference Points and Benchmarks

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.

The 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.

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.

Professional and Vocational Interaction: Equine Vocational Panel Meetings

Vocational Panel meetings held by the Department of Equine have involved discussions about the purpose of the programme, its distinctiveness as a programme, the nature of the students it is designed for and the skills and knowledge needed to ensure the programme is current and relevant to employers.

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](#).