

## Programme Specification

### Section 1. Basic Data:

<b>Awarding institution/body</b>	University of the West of England
<b>Teaching institution</b>	Hartpury College
<b>Faculty responsible for programme</b>	Hartpury
<b>Programme accredited by</b>	
<b>Highest award title</b>	FdA Equine Business Management
<b>Default award title</b>	
<b>Interim award title</b>	CertHE Equine Business Management Certificate in Equine Studies
<b>Modular Scheme title</b>	Undergraduate Modular Scheme, Hartpury College
<b>UCAS code</b>	BUWE B80 D422A
<b>Relevant QAA subject benchmarking group(s)</b>	Agriculture, forestry, agricultural sciences, food sciences and consumer sciences
<b>On-going</b>	
<b>Valid from (insert date if appropriate)</b>	<b>September 2010</b>
<b>Authorised by: Rosie Scott</b>	<b>Date: March 2010</b>
<b>Version Code</b>	
<b>6.1</b>	

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

- A good knowledge of current principles relating to equine business management;
- Enable students to get an overview of the equine industry and how to relate theory to practice within the equine and allied industries;
- To give students a knowledge of the anatomy and physiology of the horse related to function;
- To make students aware of their responsibilities for Health & Safety at work, insurance for self, clients and patients and to promote a positive attitude to safety at work in the future;
- Discussion of techniques and facilities that enable safe practice and examination of the horse in day to day care;
- The emphasis of the ethical understanding of issues surrounding horses and their welfare and applying them to equine management techniques;
- To be aware of the need for good personal qualities and interpersonal skills within equine and business environments;
- Demonstration of appropriate safe practical and technical skills through both classroom learning and practical experience;
- An ability to reflect and self evaluate within academic and practical situations, and further to this, improve ones self or the technique being used.
- The emphasis of proper relationships between equine business graduates, both professionally and legally, to the public, other equine personnel and personnel in allied industries;
- To allow the student to gain experience within the equine industry to develop a good all round knowledgeable and practical based graduate.

### Section 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:

#### A. Knowledge and understanding of:

1. The principles which relate theory to practice in equine studies;
2. The utilisation of information to prepare reasoned solutions to problems;
3. The purpose and relevance of IT applications to the modern manager;
4. Principles of modern equine business management;
5. Ethical issues in management;
6. Current literature relating to equine science;
7. Research, development and experimental design.

#### Optional learning outcomes

These learning outcomes complement the more general learning outcomes of the programme and reflect the broad nature of the modern equine industry. Students will be able to enrol on option modules which will enable them to gain an understanding of:

1. Theoretical diversity within the field of equine business management, equine science, human resource management and finance;
2. Practical scientific techniques and business management;
3. Academic skills to enable further study at honours level.

#### Teaching/learning methods and strategies:

During the process of module design the programme teams have referred to the University Learning and Teaching Strategy (2001), the programme incorporates various teaching and learning methods and has attempted to match them to the aims and objectives of the programmes.

Students will engage in *active learning*:

- Lectures;
- Field and laboratory based practicals;
- Visits;
- Demonstrations;
- Tutorials;
- Seminars;
- Group work;
- Role play;
- Self evaluation;
- Interactive learning through the world wide web.

#### Assessment

There is an element of formative assessment in each of the compulsory and optional modules. Testing of the knowledge base is through written examinations, assessed coursework, oral presentations, portfolio and through practical tasks undertaken under controlled conditions.

<p><b>B. Intellectual Skills:</b></p> <p><i>By the end of level 1 students should be able to:</i></p> <ol style="list-style-type: none"> <li>1. Seek, describe and interpret information;</li> <li>2. Describe, interpret and organise data;</li> <li>3. Identify key themes from written work and oral presentations;</li> <li>4. Express key themes in written work;</li> <li>5. Apply given tools/methods accurately and carefully to a well defined problem and draw appropriate conclusions;</li> <li>6. Identify, describe and analyse problem situations;</li> <li>7. Allocate priorities, identify suitable solutions and draw appropriate conclusions;</li> <li>8. Understand and apply numerical conventions, interpreting trends and data.</li> </ol> <p><i>By the end of level 2 students should be able to:</i></p> <ol style="list-style-type: none"> <li>1. Use statistics effectively in the presentation of an argument;</li> <li>2. Reflect on actions and priorities;</li> <li>3. Formulate effective strategies for achieving goals;</li> <li>4. Debate issues in relation to more general ethical perspectives.</li> </ol>	<p><b>Teaching/learning methods and strategies:</b></p> <p>Intellectual skills are developed through teaching and learning on all of the modules in the programme, but they are emphasised particularly through the compulsory modules.</p> <p>The assessment strategy for intellectual skills is intended to:</p> <ul style="list-style-type: none"> <li>• Consolidate learning;</li> <li>• Ensure appropriate feedback;</li> <li>• Strengthen motivation;</li> <li>• Develop analytical skills.</li> </ul> <p>The programmes are monitored to ensure that assessment in modules:</p> <ul style="list-style-type: none"> <li>• Is in relation to outcomes made explicit to students;</li> <li>• Is based upon the range of strategies through which a student can demonstrate what he or she knows, understands or can do;</li> <li>• Is based on a range of evidence appropriate to the activity.</li> </ul> <p><b>Assessment</b></p> <p>Principles of assessment will be those as defined by the University through its Academic Procedures and the Modular Assessment Regulations and the University Assessment Strategy document (2001).</p>
<p><b>C. Subject/Professional/Practical Skills:</b></p> <ol style="list-style-type: none"> <li>1. Prepares students for employment in the equine industry;</li> <li>2. Provides a balance between breadth and specialist training and includes a grounding in applied principles;</li> <li>3. Develops vocational and practical skills, knowledge and understanding which enable students to be competent to relevant industry standards;</li> <li>4. Assists students to be adaptable to the changing demands of business and society;</li> <li>5. Allows students to choose from a range of options appropriate to their needs, while maintaining a coherent programme of study;</li> <li>6. Students are able to acquire professional qualifications necessary for employment.</li> </ol>	<p><b>Teaching/learning methods and strategies:</b></p> <ul style="list-style-type: none"> <li>• Skills are developed through formal teaching, seminars, workshops, and integrated practical sessions in both compulsory and optional modules;</li> <li>• Students are able to carry out self evaluation of both their theoretical learning and practical competency through the development of a student quality portfolio;</li> <li>• Through complementary studies students are able to acquire professional qualifications such as BHS qualifications and general equine management certificates.</li> </ul> <p><b>Assessment</b></p> <p>Due to the applied nature of the programme a significant proportion of the modules include practical assessments, however, at least 50% of assessment will be carried under controlled conditions</p>

<p><b>D. Transferable skills and other attributes:</b></p> <p>Key skills development and acquisition is mapped onto each module outline.</p> <p>Students are encouraged to develop transferable skills, including:</p> <ul style="list-style-type: none"> <li>• Taking responsibility for their own learning;</li> <li>• Teamwork and time management;</li> <li>• Analysis;</li> <li>• Problem solving;</li> <li>• Data collection;</li> <li>• Communication skills.</li> </ul> <p>Extra information technology training is available for all students throughout their study time at the College.</p>	<p><b>Teaching/learning methods and strategies:</b></p> <p>At level 1, tutorials and discussion groups are used to clarify, elaborate, and consolidate the ideas presented in lectures and also to develop the skills of thinking and arguing rationally. Written and oral presentations assist students in communicating articulately. Interactive skills are developed. Laboratory exercises and fieldwork provide training in practical skills and experiences in collecting and interpreting data. Students are able to communicate quantitative data effectively using appropriate formats. Students are able to apply methods and tools accurately and carefully. Students can use IT effectively. Students undertake a work placement and are asked to produce a portfolio to consolidate information and experience gained in the working environment.</p> <p>At level 2, word processing and the use of databases, spreadsheets, graphical and statistical analysis packages provide students with the opportunity to clarify their thinking, organise the material, and revise their drafts. Interactive skills become increasingly more important with role playing/simulation exercises used to develop team building. Students become more confident in handling statistical data. Visits to appropriate establishments and field sites support professional development.</p>
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<b>Section 4. Programme structure</b>				
<b>ENTRY</b> ↓		<b>Compulsory modules</b>	<b>Option modules</b>	<b>Interim awards</b>
<b>Level 1</b>		UIE VAG-20-1: Equine Science UMA CSH-20-1: Understanding Financial Information UME CSJ-20-1: Global Business Context UMO CA8-20-1: Management & Organisational Behaviour UIN VGY-20-1: Employment Skills UIE XAD-10-1: Equine Industry	UIE VAA-20-1: Equine Veterinary Science UIE XAB-20-1: Equitation UIE VAE-10-1: Equine Evolution & Domestication UIN VGD-20-1: Animal Nutrition UIN VGK-20-1: Grassland Management UIN XMS-10-0: Principles of Animal Biology	Certificate in Equine Studies Credit Requirements: 60 credits at level 0 or above of which not less than 50 are at level 1 or above CertHE Equine Business Management Credit Requirements: 120 credits at level 0 or above of which not less than 100 are at level 1 or above
<b>Level 2</b>		UIE XBC-20-2: Equine Performance UIE XBU-10-2: Equine Event Organisation UMK CS6-20-2: Marketing UMP CS7-20-2: Human Resource Management UIN VLE-20-2: The World at Work	UFQ-EFE-20-2: Statistics & Research Methods UIE VBG-10-2: Applied Equine Nutrition UIE XBH-20-2: Stud Management UIE VBJ-10-2: Introduction to Equine Behaviour UIE VBM-10-2: Equine Therapy I UIE XBT-10-2: Equitation Theory UMM C9B-20-2: Operations & Business Systems Management UMA CUN-20-2: Managing Finance UMS CBW-20-2: Entrepreneurship & Small Business	<b>Target award</b> FdA Equine Business Management Credit Requirements: 240 credits at level 0 or above of which not less than 220 are at level 1 or above, and not less than 100 are at level 2 or above

### → GRADUATION

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

**Section 5. Entry requirements:**

Applicants must provide evidence which demonstrates to the University's satisfaction that they can benefit from study at foundation degree level and are likely to achieve the required standard. Applicants will have achieved five subjects including English, Mathematics and Science at GCSE level and either 80-120 UCAS Tariff Points or 24 International Baccalaureate points (both to include a science subject and/or physical education and/or sports science) or equivalent.

We also welcome applicants from a diverse range of backgrounds who do not have the entry requirements outlined above. The university will consider applicants on the basis of evidence of personal, professional and educational experience which indicates an applicant's ability to meet the demands of an undergraduate degree programme. Applicants with non-standard entry criteria will be reviewed on an individual basis. This will take the form of an individual interview with members of the programme team and possibly the completion of a set task such as a written assignment.

Applicants whose first language is not English must also gain a minimum IELTS score of 6.0 prior to entry onto the programme.

**Section 6. Assessment Regulations:**

University Assessment Regulations

## **Section 7. Student learning: distinctive features and support:**

The purpose of the programme is to provide a balance of vocational and academic study that is intellectually challenging, vocationally relevant, and provides a foundation for pursuing a career within the equine industry. Academic knowledge and understanding reinforces and supports the development of vocational skills equipping the student with the ability and knowledge relevant to their employment and to the needs of employers.

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 related to the equine industry. There has been employer input in the design of the programme through vocational panels representing employers from the local area, thus identifying employers' needs and current skill gaps in the equine related industries.

In the Foundation degree programme, academic knowledge and understanding reinforces and supports the development of vocational skills. An ability to evaluate the theories underlying practical decisions allows students to make informed decisions and to adapt to the changing demands of the workplace. Students undertaking Foundation degrees at Hartpury College study alongside Honours degree students for many of their modules. The majority of lectures and practical work are shared with several cohorts taking some modules, and students benefit from the different strengths and experiences of each student cohort. This is particularly important when discussing topical issues where appreciating and considering different views is a valuable transferable skill. The shared teaching allows a smooth progression from Foundation degree to Honours degree, for students as appropriate. Separate practicals, seminar work, assessment and tutorials maintains the distinction between the two programmes.

Learners undertake two vocationally based modules within their programmes, which contribute to the overall ethos of work related learning that forms the basis of the Foundation degree. Level 1 students undertake the 'Employment Skills' module, which prepares the learner for work within the equine related industries. The student also completes a period of compulsory work experience in a relevant industry, which underpins the knowledge and practical capabilities gained throughout level 1. The faculty has contacts within the equine related industries and promotes these as well as encouraging students to investigate employment in areas of personal interest. The programme team supports the student in finding a placement although this is student driven. This ensures active participation of the student in the work placement process and allows them to reflect on all aspects of applying for, and undertaking, a period of employment. This knowledge is then used in the level 2 'World at Work' module, which helps the student to identify how businesses are run and prepares the student for future careers.

Students are encouraged to maintain a Personal Development Plan (PDP). The PDP underpins and demonstrates the learner's ability to reflect on their own academic, vocational and professional performance with feedback from tutors and visiting speakers from the industry. Through complementary studies, students are able to acquire professional qualifications such as first aid, health and safety, risk assessment, the European Computer Driving Licence (ECDL) and other ICT qualifications. These are just a few of a large array of short courses and studies available to students alongside their academic programme.

The Foundation degree in Equine Business Management is a combination of applied equine science and business management. Core modules in business management, people management, marketing and finance provide a strong business focus for the programme whilst other core modules ensure students also have a sound basis in equine science. A core module at level two links the business and equine themes of the programme together. Option modules allow students to also study in equitation, therapy, behaviour and stud management (to name but a few). Students can use their option modules to either extend their business or their equine science knowledge and this enables them to tailor their Foundation degree to further their own personal areas of interest.

The business modules within this programme are co-taught with Honours degree students and with students on other business management Foundation degrees. During discussions students get the benefit of a variety of viewpoints and a chance to apply the principles studied to a wide range of contexts. The modules are therefore applicable to the wider business environment and of a standard comparable to those on a programme in pure business management.

The combination of applied equine science and business management enables the students to gain a wide range of skills and knowledge to enable them to follow many different career paths.



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

QAA Subject Benchmark Statement:

- Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences

In addition the following benchmarks have been taken into consideration at subject level

- Code of Practice for the Assurance of Academic Quality and Standards in Higher Education: Placement Learning (QAA 2001);
- The Framework for Higher Education Qualifications in England Wales and Northern Ireland (QAA 2001) Foundation Degree QAA document
- Foundation Degree: qualification benchmark (QAA 2004)
- University Teaching and Learning Policies: University of the West of England Learning and Teaching Strategy (2001)
- Employer interaction/feedback: Field of Equine Science Vocational Panel meetings.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.