

Programme Specification 2011 Intake

Section 1: Basic Data

Awarding institution/body	University of the West of England
Teaching institution	Hartpury College
Faculty responsible for programme	Hartpury
Programme accredited by	N/A
Highest award title	Fd.Sc. Equine Performance (SW)
Default award title	Fd.Sc. Equine Performance
Interim award title	CertHE Equine Performance Cert Equine Science
Modular Scheme title (if different)	Undergraduate Modular Scheme, Hartpury College
UCAS code (or other coding system if relevant)	D472
Relevant QAA subject benchmarking group(s)	QAA Foundation Degree Qualification benchmark; Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences.
On-going/valid until* (*delete as appropriate/insert end date)	
Valid from (insert date if appropriate)	September 2011

Authorised by... Rosie Scott

Date:...March 2011

Version Code

6.0

For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications

Section 2: Educational aims of the programme

The programme is designed to develop the learner's interest and knowledge in Equine Performance, including specific subject areas integrating management of the performance horse in relation to the modern equine industry. The programme design utilises a number of applied science modules and a series of professional practice modules, ensuring students develop a strong theoretical knowledge in combination with practical application. Graduates may continue in academic study and or enter employment. The programme will prepare the learner with a foundation for lifelong learning and enable them to:

- access a distinctive approach to teaching, learning and assessment through the utilisation of work related and work based learning throughout the programme;
- enter a clear structure for training and progression within the equine industry, which specifically involved with the performance horse, encouraging staff retention within the industry;
- raise standards and skills levels within the equine industry, improving the industry's image and economic performance;
- develop technical knowledge in combination with underpinning scientific principles, equine husbandry, industry specific legislation and industry awareness and practice;
- appreciate health and safety legislation influencing work within the equine industry;
- develop a wide range of equine based physical and intellectual skills, engaging interest and improving attainment of some people who may not otherwise have access or motivation to enter higher education;
- effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques effectively in the Equine industry and specifically in the management of the performance horse;
- undertake further training, develop existing skills, and acquire new competences that will enable learners to assume responsibility within the equine industry;
- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis in their field of study and in a work context; and;
- effectively develop and utilise employability skills including communication, information technology, numeracy, problem solving, team work, personal attributes and leadership, supervisory skills and people management, to function effectively as members of a flexible, adaptable and competitive workforce.

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

Learning outcomes

Teaching, Learning and Assessment Strategies

A Knowledge and understanding of:

On successful completion of the programme, the student will have:

1. the theoretical basis of equine performance principles comprising of anatomy and physiology, veterinary science, equitation, equestrian practice, exercise physiology, nutrition and management practices to facilitate the intellectual context of a foundation degree;
2. the principles which relate theory to practice in equine performance and related wider subject disciplines which inform the equine industry including equestrian facilities management, equine event organisation, equitation and equine therapy;
3. knowledge and understanding of current developments in equine performance and related disciplines which would combine to support continuing best practice;
4. an understanding of a range of techniques in equine performance to allow successful management of the performance horse; and;
5. the combination of academic and applied knowledge to develop competency in the subject specific/professional/practical skills required to gain employment in the equine industry.

Teaching/learning methods and strategies:

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

Additional support is provided through:

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

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

Assessment:

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

See attached 'Learning outcomes matrix' for further details of which modules deliver and assess the programmes learning outcomes.

B Intellectual Skills

<p>B Intellectual Skills</p> <p>On successful completion of the programme the student should be able to:</p> <ol style="list-style-type: none"> 1. identify and analyse the potential impact of issues relating to equine performance; 2. use skills of reflective thinking to plan effective practical solutions to problems in the management of Equine Performance, including changes in legislation in national and international governing body requirements and draw appropriate conclusions on their effectiveness; 3. synthesise information from multiple sources to demonstrate a depth of understanding in the application of theory to practice; 4. consider issues in relation to more general ethical perspectives; and; 5. apply principles, theories and methods to investigation of field and workplace themes. 	<p>Teaching/learning methods and strategies</p> <p><i>Intellectual skills (1-5) are developed through the use of lectures and related support materials, seminars, practicals, web-based learning, case studies and problem-based learning which are all based on a range of evidence appropriate to specific modules of study and in the wider context of work-related and work-based study.</i></p> <p>Assessment</p> <p><i>The assessment strategy for intellectual skills is intended to:</i></p> <ul style="list-style-type: none"> • consolidate learning; • ensure appropriate feedback; • strengthen motivation; • develop analytical skills; • encourage reflection on theoretical, practical and work based learning. <p><i>The programme is monitored to ensure that assessment in modules:</i></p> <ul style="list-style-type: none"> • is in relation to outcomes made explicit to students; • is based upon the range of strategies through which a student can demonstrate what he or she knows, understands or can do; and; • is based on a range of evidence appropriate to the activity. <p><i>A variety of assessment methods is employed. The learner's ability to demonstrate skills 1-5 is tested through written assignments, written examinations, practical examinations, oral examinations and portfolio's of evidence which are used to consolidate learning and develop appropriate analytical skills.</i></p> <p><i>Please see the attached 'Learning Outcomes Matrix' for further details of which modules deliver and assess the programme's learning outcomes.</i></p>
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C Subject, Professional and Practical Skills

C Subject/Professional/Practical Skills	Teaching/learning methods and strategies
<p>On successful completion of the programme the student should be able to:</p> <ol style="list-style-type: none"> 1. demonstrate readiness for entry into the equine performance industry by displaying appropriate skills and competency within relevant industry standards; 2. select and use subject specific techniques and tools for the most effective gain in the management of the performance horse; 3. function effectively in the management of the performance horse using sound scientific principles in an applied manner; 4. provide a balance between breadth of knowledge and specialist training, including an understanding of the adaptability required to meet the demands of the equine industry; 5. develop key employability qualities to equip and assist learners in enhancing their employment opportunities and / or allow them to prepare for a career change in the equine industry; and 6. provide knowledge and skills that are necessary to enable employees to be versatile and adaptable in progressing to and within work. 	<p><i>Subject skills are developed and practiced through formal teaching, practical teaching, seminars, workshops, work related learning and work placements. Students build on core lecture material and implement the practical skills through experiential learning (1, 2, 3 and 4). Students gain professional 'delivery' skills through work-related and work-based learning (1, 3, 4 and 5). Professional skills (1, 2, 4, 5 and 6) are developed during lectures, practicals and work related learning utilising on site facilities and opportunities integrated within professional practice modules.</i></p> <p>Assessment</p> <p><i>Professional and practical skills are assessed through appropriate forms of assessed coursework and written examinations. These take the form of professional practice portfolio's, oral examinations and practical assessments.</i></p> <p><i>Please see attached 'learning outcomes matrix' for further details of which modules deliver and assess the programme's learning outcomes.</i></p>

D Transferable Skills and other attributes

D Transferable skills and other attributes	Teaching/learning methods and strategies
<p>On successful completion of the programme the student should be able to:</p> <ol style="list-style-type: none"> 1. utilise problem solving skills in a variety of theoretical and vocational situations; 2. manage time, prioritise work loads, recognise and manage personal emotions and stress; 3. develop a reflective philosophy when analysing personal effectiveness and be responsible for personal management of learning; 4. recognise the needs, priorities and goals of learning and practice; 5. use information management skills effectively, for example; information technology, library resources, to enable published work to be both accessed, used and presented efficiently; 6. understand career opportunities within the area of equine performance, including academic progression and industry employment and begin to develop a career path; 7. communicate effectively and appropriately through verbal (spoken) and non-verbal (written and presentation) means with a range of personnel; including clients, peers, colleagues and managers within the equine industry; and; 8. transfer skills and knowledge across a range of settings. 	<p><i>Skill 1, 2, 6 and 8 are developed through all levels of the programme during compulsory modules and during the planning of assessment strategies. Skills 1, 2, 3, 4, 5, 7 and 8 are incorporated within work based learning during levels I, II and the sandwich placement. Skill 6 is developed through the appropriate use of IT during practical laboratory based classes, independent preparation of coursework and through on-line learning opportunities. Skills 6 and 7 are gained through a variety of means including the production of coursework, during inter-personal and inter-professional communication on work placement. Skills 7 and 8 will also be developed during the employment skills module at level I and world at work at level II.</i></p> <p><i>Students are encouraged to attend careers workshops and sessions and to use the careers website in order that they understand career opportunities and begin to plan their career path. This is combined with the compulsory period of work experience incorporated within the programme and the use of a variety of guest lecturers within modules provides support for students developing personal career interests which they are encouraged to develop with their academic tutor.</i></p> <p><i>Study skills workshops are available to students to facilitate development of these transferable skills.</i></p> <p><i>Students are able to reflect upon their own performance through tutorial and assignment feedback, interactive study and reflection using a Personal Development Plan.</i></p> <p>Assessment</p> <p><i>Transferable skills are assessed to some extent in all modules within the programme and the Associate Faculty's marking criteria also make explicit the requirements at the different academic levels.</i></p> <p><i>See attached 'Learning Outcomes Matrix' for further details of which modules deliver and assess the programme's learning outcomes.</i></p>

Section 4: Programme structure

ENTRY
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level 1	<p>Compulsory modules UIE VAM-20-1: Equestrian Practice</p> <p>UIN VGY-20-1: Employment skills</p> <p>Optional modules:</p> <p>UIE VAA-20-1: Equine Veterinary Science</p> <p>UIE XAB-20-1: Equitation</p> <p>UIE VAN-10-1: Management of Equestrian Facilities</p> <p>UIE XAG-20-1: Equine Science</p> <p>UIE XAD-10-1: Equine Industry</p> <p>UIN XMS-10-0: Principles of Animal Biology</p> <p><i>(if excluded combinations not completed)</i></p>	<p>Interim Awards:</p> <p>Certificate in Equine Science:</p> <p><i>Credit requirements:</i> 60 credits at level 0 or above, of which not less than 50 are at level 1 or above</p> <p>Certificate of Higher Education in Equine Performance:</p> <p><i>Credit requirements:</i> 120 credits at level 0 or above, of which not less than 100 are at level 1 or above including:</p> <p>UIE VAM-20-1: Equestrian Practice</p>
S W	Work Experience UIN XHW-120-2P+	
level 2	<p>Compulsory modules UIE VBK-30-2: Management of the Performance Horse</p> <p>Optional modules:</p> <p>UIN VLE-20-2: World at Work</p> <p>UIE VBG-10-2: Applied Equine Nutrition</p> <p>UIE VBM-10-2: Equine Therapy 1</p> <p>UIE XBU-10-2:</p>	<p>Default Award: FdSc Equine Performance:</p> <p><i>Credit requirements:</i> Attainment of 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. The 240 credits must include 40 credits work based learning of which not less than 20 credits are at level 1 or above and not less than 20 are at level 2 or above.</p> <p><i>Other requirements:</i> Completion of all compulsory modules except UIN XHW-120-2P+</p>

	<p>Equine Event Organisation</p> <p>UIE XBT-10-2: Equitation Theory</p> <p>UIE XBC-20-2: Equine Performance</p> <p>UIE XBF-10-2: Equine Biomechanics</p> <p>UIN XLX-10-2: Clinical Investigation of Animal Health</p> <p>UIE VBV-20-2: Ground Schooling and Rehabilitation</p> <p>UIE VBJ-10-2 Introduction to Equine Behaviour</p>	<p>Awards: Target/highest</p> <p>FdSc Equine Performance (SW) <i>Credit requirements:</i> Attainment of 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. The 240 credits must include 40 credits work based learning of which not less than 20 credits are at level 1 or above and not less than 20 are at level 2 or above.</p> <p><i>Other requirements:</i> Completion of all compulsory modules</p>
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→ **GRADUATION**

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 160 UCAS Tariff Points or 24 International Baccalaureate points (to include one A2 preferably in a biological science) or equivalent.

Applicants will normally have practical equine experience (demonstrated by the completion of British Horse Society Stage II exam (Horse Knowledge and Care) or equivalent). Tariff points gained through achievement of British Horse Society exams will be recognised.

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 this programme is to develop intellectual attainment and skills relevant to pursuing a career within the equine industry and or progressing to further academic study. Academic knowledge and understanding reinforces and supports the development of new skills, equipping each student with the ability and knowledge relevant to future career paths in the specialist area of equine performance.

The programme has been designed to facilitate students in gaining competencies to enable them to take up appropriate positions of responsibility within a range of enterprises concentrating on Equine Performance. This is a growing area of the equine industry with increasing recognition including the development of the British Grooms Association. The recent 'Strategy for the Horse Industry in England and Wales, 2005' produced by DEFRA and the British Horse Industry Confederation (BHIC), enforced the importance of raising equestrian skills, training and standards (aim 4).

The Associate Faculty is one of the largest providers of foundation degree programmes in the south west region. The FdSc Equine Performance aims to build upon our existing experience and support structure for foundation degree students, by integrating work related and work based learning fully within the programme design. A large proportion of core credits within the programme will be professional practice based, utilising both on site work related learning opportunities and a period of work based learning with outside organisations. The incorporation of a sandwich placement ensures work based learning is embedded in the programme of learning. The combination of academic study with periods of practical work experience provides students with an opportunity to develop both academic and work-related skills. This structure has been developed to ensure that students are awarded for the development of professional competencies applicable to the equine industry.

At the Associate Faculty we pride ourselves on the support we offer to students throughout their time with us and the placement year is no different. Students will receive 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 (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 UWE Careers Service.

Students will be encouraged to maintain a Personal Development Plan (PDP) throughout their academic programme. The PDP underpins the learner's ability to evaluate their own academic, vocational and professional performance with feedback from tutors at regular tutorials.

Learners will be supported throughout the programme through online web-based support such as the Virtual Learning Environment (VLE) and UWEonline. 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. These resources includes:

- World class championship arena
- Four outdoor arenas
- Two indoor arenas (60m x 24m, 60m x 21m)
- [Horse trials courses and cross-country schooling field](#)
- Stabling for over 208 horses
- [Home Farm stud](#)
- [Equine Veterinary and Therapy Centre](#) including:
 - [Water treadmill](#)
 - [High speed treadmill](#)
 - Diagnostic equipment including digital radiography, video endoscope, ECG etc.
 - Electrotherapy equipment

The new International Equine Arena due to be completed in May 2007 will also include:

- 70 x 40 metre competition arena
- additional indoor warm up facilities
- seating for six hundred spectators
- panoramic restaurant
- hospitality boxes
- classrooms

All of these facilities provide a world class setting for the development of the students.

Section 8 Reference points/benchmarks

- *Subject benchmarks (QAA Unit ...)*
 - Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences
 - QAA Foundation Degree Qualification benchmark;
- *University teaching and learning policies:*
 - University of the West of England Learning and Teaching Strategy
 - University of the West of England Assessment Strategy
 - University of the West of England Work Based Learning Policy
- *employer interaction/feedback:*
 - Equine Performance Vocational Panel Meeting (2008)
 - Equine Performance Development Meetings (various throughout 2006-2007)
 - 'Strategy for the Horse Industry in England and Wales, 2005' produced by DEFRA and the British Horse Industry Confederation (BHIC)
 - LANTRA Foundation Degree Sectoral Framework for Animal Health and Welfare
 - LANTRA Equine Industry Occupational and Functional Map, Draft 1

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.