

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

| Part 1: Basic Data | | | |
|--|---|---------------------------------|---------------------------------|
| Awarding Institution | University of the West of England | | |
| Teaching Institution | Hartpury | | |
| Delivery Location | Hartpury | | |
| Faculty Responsible for Programme | Hartpury | | |
| Department Responsible for Programme | Equine | | |
| Modular Scheme Title | Equine | | |
| Professional Statutory or Regulatory Body Links | None | | |
| Highest Award Title | FdSc Equine Performance FdSc Equine Performance (SW) | | |
| Default Award Title | None | | |
| Fall-back Award Title | None | | |
| Interim Award Titles | Cert HE Equine Performance Cert Equine Studies | | |
| UWE Progression Route | BSc (Hons) Equine Management | | |
| Mode(s) of Delivery | Full time, sandwich, part time | | |
| Codes | UCAS: BUWE B80 D427 | JACS: D422 | |
| | ISIS2: D427 | HESA: | |
| Relevant QAA Subject Benchmark Statements | Agriculture, forestry, agricultural sciences, food sciences and consumer sciences | | |
| First CAP Approval Date | 29 May 2014 | Valid From | 01 September 2013 (intake 2015) |
| Revision CAP Approval Date | V6.1- 01 August 2013 V6.3- 29 May 2015 V6.5- 16 February 2015 V-07 July 2016 | Revised with effect from | 01 September 2016 |
| Review Date | 01 September 2021 | | |
| Version | 7 | | |

Part 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:

- 1 Access a distinctive approach to teaching, learning and assessment through the utilisation of work related and work based learning throughout the programme.
- 2 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.
- 3 Raise standards and skills levels within the equine industry, improving the industry's image and economic performance.
- 4 Develop technical knowledge in combination with underpinning scientific principles, equine husbandry, industry specific legislation and industry awareness and practice.
- 5 Appreciate health and safety legislation influencing work within the equine industry.
- 6 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.
- 7 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.
- 8 Undertake further training, develop existing skills, and acquire new competences that will enable learners to assume responsibility within the equine industry.
- 9 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.
- 10 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.

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

To successfully pass this programme the student must develop fundamental practical horse management skills, while developing a critical awareness behind management decisions. Work experience forms an important part of this course including the opportunity to spend 12 months gaining specialist experience in an area of performance horse management.

The programme has access to some excellent opportunities and experiences to advance knowledge of performance horses, including the Olympic equestrian disciplines of Dressage, Show Jumping and Eventing, as well as the Paralympic discipline of Para-Dressage. Seminars and speakers from a wide range of equestrian sport related areas are used to enhance the learning experience.

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 Veterinary Science | Equitation | Management of Equestrian Facilities | Equine Structure & Function | Equine Industry | Equestrian Practice | Introduction to Equitation | Principles of Animal Biology | Sandwich Year Work Placement | Management of the Performance Horse | Ground Schooling and Rehabilitation | Equine Performance | Advanced Equitation | Applied Equine Nutrition | Equine Event Organisation | Applied Equine Diagnostics and Therapy | Undergraduate Research Process | Equine Biomechanics | New Venture Creation |
|---|--|------------|-------------------------------------|-----------------------------|-----------------|---------------------|----------------------------|------------------------------|------------------------------|-------------------------------------|-------------------------------------|--------------------|---------------------|--------------------------|---------------------------|--|--------------------------------|---------------------|----------------------|
| A) Knowledge and understanding of: | | | | | | | | | | | | | | | | | | | |
| 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. | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | |
| 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. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| (B) Intellectual Skills | | | | | | | | | | | | | | | | | | | |
| 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. | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| 5 | Apply principles, theories and methods to investigation of field and workplace themes. | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

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|---|--|---------------------------|------------|-------------------------------------|-----------------------------|-----------------|---------------------|----------------------------|------------------------------|------------------------------|-------------------------------------|-------------------------------------|--------------------|---------------------|--------------------------|---------------------------|--|--------------------------------|---------------------|----------------------|--|
| (C) Subject/Professional/Practical Skills | | | | | | | | | | | | | | | | | | | | | |
| 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. | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | | ✓ | |
| 6 | Provide knowledge and skills that are necessary to enable employees to be versatile and adaptable in progressing to and within work. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | | ✓ | |
| (D) Transferable skills and other attributes | | | | | | | | | | | | | | | | | | | | | |
| 1 | Utilise problem solving skills in a variety of theoretical and vocational situations. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 2 | Manage time, prioritise workloads, 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. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | |
| 8 | Transfer skills and knowledge across a range of settings. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |

Part 4: Student Learning and Student Support

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

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

On the FdSc Equine Performance programme teaching is a mixture of lectures, seminar sessions, practical sessions both in the laboratory and on the yard combined with scheduled and independent learning.

Scheduled learning

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

Independent learning

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

Placement learning

All students are expected to complete a period of work placement as part of level 2, which forms the basis for their reflection on employment that is a key feature of all foundation degrees. Many students find this experience invaluable when applying for jobs and making career decisions later on in the programme.

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

Virtual Learning Environment (VLE), or equivalent

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

Careers

To support learner's career preparations, careers personnel visit Hartpury on a regular basis and the students can use all the on line resources. Tutors will also offer subject specific careers advice through module sessions or individual tutorials. Careers Fairs are arranged periodically to allow students to engage directly with employers from the industry sector.

Description of any Distinctive Features

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.

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 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. These resources includes:

- World Class Championship arena (indoor and outdoor).
- Outdoor and indoor arenas (60m x 24m, 60m x 21m).
- Horse trials courses and cross-country schooling field.
- Stabling for over 200 horses.
- The Equine Therapy Centre including: water treadmill; high speed treadmill; diagnostic equipment including digital radiography, video endoscope, ECG etc; electrotherapy equipment; rider performance centre.

The International Equine Arena also includes:

- 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.

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:

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).

The assessment strategy for intellectual skills is intended to: consolidate learning; ensure appropriate feedback; strengthen motivation; develop analytical skills; encourage reflection on theoretical, practical and work based learning. The programme is monitored to ensure that assessment in modules: 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. 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.

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.

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.

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

Assessment Map

The programme encompasses a range of **assessment methods** including; written assignments, posters, Practical skill assessment, oral presentations, written examinations and portfolios). These are detailed in the following assessment map:

Assessment Map for FdSc Equine Performance; and FdSc Equine Performance (SW)

| | | Type of Assessment* | | | | | | | | | |
|-----------------------------------|--|---------------------|------------------------|-----------------------|----------------|-----------------------------|-------------------------------------|--------------------|------------------|--------------|-----------|
| | | Unseen Written Exam | Open Book Written Exam | In-class Written Test | Practical Exam | Practical Skills Assessment | Oral assessment and/or presentation | Written Assignment | Report / Project | Dissertation | Portfolio |
| Compulsory Modules Level 1 | Equestrian Practice | | | | | A (P/F) | | | | | B (100) |
| | Equine Veterinary Science | A (50) | | | | | | B (50) | | | |
| | Introduction to Equitation | | | | A (50) | | | B (50) | | | |
| | Management of Equestrian Facilities | | | | | | A (60) | B (40) | | | |
| | Equine Structure and Function | | A (50) | | | | | | B (50) | | |
| | Equine Industry | A (100) | | | | | | | | | |
| | Equitation | A (50) | | | | | | B (50) | | | |
| Principles of Animal Biology | A (50) | | | | | | | B (50) | | | |
| Optional Year | Sandwich Year Work Placement | | | | | | | | | | A (100) |
| Compulsory Modules Level 2 | Management of the Performance Horse | | | | | | A (50) | B (50) | | | |
| | Equine Performance | A (50) | | | | | | B (50) | | | |
| Optional Modules Level 2 | Ground Schooling and Rehabilitation | | | | | A (60) | | B (40) | | | |
| | Advanced Equitation | A (50) | | | | | | B (50) | | | |
| | Applied Equine Nutrition | | | | | | A (100) | | | | |
| | Equine Event Organisation | | | | | | A (60) | B (40) | | | |
| | Applied Equine Diagnostics and Therapy | | | | | | A (100) | | | | |
| | Equine Biomechanics | | A (50) | | | | | B (50) | | | |
| | New Venture Creation | | | | | | A (100) | | | | |
| Undergraduate Research Process | | | | | | | | A (100) | | | |

Part 6: Programme Structure

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

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

Note: As discussed with a personal tutor, Principles of Animal Biology is a requirement if a student does not hold A-level Biology grade E or above, or equivalent.

| ENTRY | Compulsory modules | Optional modules | Interim awards |
|-------------------|--------------------|---|--|
| | Level 1 | Equestrian Practice (UIEVL3-30-1) Equine Veterinary Science (UIEXN5-15-1) Equitation (UIEXN6-15-1) Management of Equestrian Facilities (UIEXN9-15-1) Equine Structure and Function (UIEXN4-30-1) Equine Industry (UIEXNK-15-1) Introduction to Equitation (UIEXQX-15-1) Principles of Animal Biology (UINXK8-15-0) | <u>Certificate in Equine Studies</u> Credit requirements: 60 credits at level 0 or above, of which not less than 50 are at level 1 or above <u>Certificate of Higher Education in Equine Performance</u> Credit requirements: 120 credits at level 0 or above, of which not less than 100 are at level 1 or above. TARGET AWARDS <u>FdSc Equine Performance</u> Credit requirements: 240 credits at level 0 or above of which not less than 220 are at level 1 or above, and not less than 100 are at level 2 or above, which MUST include all compulsory modules (<i>but not the Sandwich Year Work Placement module</i>). |
| | Optional Year | Sandwich Year Work Placement (UINVK6-15-2) | |
| | Level 2 | Management of the Performance Horse (UIEVBK-30-2) Equine Performance (UIEXRD-15-2) | Students are normally required to select 75 credits from the optional modules listed below: Applied Equine Nutrition (UIEXR7-15-2) Applied Equine Diagnostics and Therapy (UIEXR6-15-2) Equine Event Organisation (UIEXRB-15-2) Advanced Equitation (UIEXR5-15-2) Equine Biomechanics (UIEXR8-15-2) Ground Schooling and Rehabilitation (UIEXRE-15-2) New Venture Creation (UISXTX-15-2) Undergraduate Research Process (UINXU5-15-2) |
| GRADUATION | | | |

Part time:

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

Part 7: Entry Requirements

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

Applicants will have achieved tariff points as appropriate for the year of entry, which for the academic year 2013/14 was 160 tariff points.

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 normally 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.

Part 8: Reference Points and Benchmarks

QAA UK Quality Code for HE

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.

Relevant subject and qualification benchmark statements (Agriculture, horticulture, forestry, food and consumer sciences (2009);

Foundation Degree: qualification benchmark (QAA May 2010); Work based and Placement Learning (QAA 2007)) 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.

University Strategies and Policies: The Academic Regulations and Procedures 2012-13

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

Staff research projects:

The proposed modules for the Equine Performance programme are based on well established teaching areas within the Associate Faculty. These modules will be taught by staff who are either research or consultancy active, or actively engaged in scholarly activity, and who bring their current experience to bear on their teaching.

Employer interaction/feedback:

Field of Equine Science Vocational Panel meetings involve discussions about the purpose of the programme, its distinctiveness as a programme and the skills and knowledge needed to ensure the programme is current and relevant to employers.- QAA Subject benchmarks: Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences (2009)

- 1 QAA Foundation Degree Qualification benchmark (2010).
- 2 Code of practice for assurance of academic quality and standards in HE: Placement learning (QAA 2007).
- 3 Strategy for the Horse Industry in England and Wales, 2005' produced by DEFRA and the British Horse Industry Confederation (BHIC) .
- 4 LANTRA Foundation Degree Sectoral Framework for Animal Health and Welfare.
- 5 LANTRA Equine Industry Occupational and Functional Map.

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

Feedback about the current programme development has been gathered from current students, graduates. Vocational panels have been held for this programme as part of the equine subject review in 2010/2011.

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