University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data		
Awarding Institution	University of the West of England	
Teaching Institution	Weston College	
Delivery Location	Weston College	
Faculty responsible for programme	Hartpury College	
Department responsible for programme	Equine Science	
Modular Scheme Title	None	
Professional Statutory or Regulatory Body Links	None	
Highest Award Title	FdSc Equine Management FdSc Equine Management (SW)	
Default Award Title	None	
Fall-back Award Title	None	
Interim Award Titles	Certificate Equine Studies Certificate of Higher Education in Equine Studies	
UWE Progression Route	BSc (Hons) Equine Management (Hartpury)	
Mode(s) of Delivery	Full time/Part time	
Codes	**UCAS:** D428	**JACS:** D422
	ISIS2: D428	**HESA:**
Relevant QAA Subject Benchmark Statements	Agriculture, forestry, Agricultural Sciences, Food Sciences and Consumer Sciences Foundation Degree Qualification Benchmark, 2010 General Business and Management, 2007	
CAP Approval Date	29 May 2014	
Valid from	01 September 2013 (2013 entry)	
Valid until Date	01 September 2019	
Version	2.4	

Part 2: Educational Aims of the Programme

The FdSc Equine Management programme is designed to develop students to give an understanding of all aspects of equine biology and specifically equine health and welfare. The programme will provide the students with the knowledge and skills to pursue a career in the professional care of equines. Graduates will have the relevant skills and knowledge to progress to higher education.

This programme will enable students 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.
3 Raise standards and skills levels within the equine industry.
4 Appreciate Health and Safety legislation influencing work within the equine industry.
5 Understand and apply current welfare legislation.
6 Develop a sound understanding of both the science and the management skills needed to progress in equine related careers.
7 Understand the impact of equine husbandry on welfare.
8 Develop academic, professional, generic practical and employability skills which will equip them for gaining employment and being successful at work.
9 Prepare for progression to study higher degrees in the equine sector.
10 Engage with the management and care of equine in a variety of settings.
11 Effectively develop and utilise employability skills which will help them to function effectively as members of a flexible, adaptable and competitive workforce which will help to fulfil the skills shortage identified by LANTRA.

This programme is designed to equip graduates with the knowledge and ability needed to work within the rapidly expanding equine industry. Students will acquire essential practical experience (including the handling of equines, differentiating healthy and diseased equines, and general equine management), as well as in-depth theoretical knowledge (including health and disease, anatomy and physiology, nutrition, management and behaviour), with key transferable skills heavily embedded within all modules. The programme:

1 Develops basic scientific principles to instil a knowledge and understanding of the equine in health and disease, management and nutrition and uses this understanding to study equines in the context of present day industry and environment;
2 Prepares students for employment, in particular in equine-related employment
3 Provides students with an intellectual challenge based on a scientific and analytical approach;
4 Provides both group and autonomous ‘hands-on’ experience including:
5 Examining health of equines;
6 Experience in handling equines; and;
7 Practical experience in laboratory skills.
8 Develops in students the skills and qualities supportive to achieving success in all aspects of personal and working life;
9 Provides students with the opportunity to build on previous achievement, however acquired, without the need to replace it;
10 Provides a basis for and encourages progression to degree qualifications;
11 Subscribes and contributes to the philosophy and operation of the University of the West of England’s Undergraduate Modular Scheme.

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

To successfully pass this programme the student must achieve 220 hours of Work Based Learning within a practice setting. This setting is to be anywhere where equine industry management skills tools are used, – informal or formal – and could include for example businesses, voluntary or community based organisations, activity centres, as well as colleges, secondary and special schools. These contexts will enable them to use and apply their knowledge and skills as acquired during their course of study and to reflect upon their practice in the workplace to develop it further. Students will be required to pass a Work Based Experience module detailing their experiences across the programme in relation to the supporting nature of IT within the workplace. Students will be required to reflect and evaluate their skills and knowledge of IT support in their work setting.

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:

The award provide opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the areas more fully described below. These have taken account of the relevant subject benchmark Agriculture, Forestry, Agricultural Sciences and Consumer Science and the QAA Foundation degree benchmark. The Sector Skills Council, LANTRA guidance on the Foundation Degree Framework for Equine Health and Welfare was used as guidance for programme content.

Learning Outcomes:	**Animal and Equine Nutrition**	**Business Studies**	Equine Industry	**Equine Management I**	Equitation	**Introduction to Veterinary Science**	**Mammalian Systems Biology**	**Management of Equestrian Facilities**	Principles of Animal Biology	Sandwich Year Work Placement	Advanced Equitation	**Applied Animal Health & Disease**	Data Analysis	**Equine Management II**	Independent Report	Introduction Equine Behaviour	Making a Financial Case	**Research Methods**
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 equine management;	✓	✓	✓	✓	✓	✓		✓		✓	✓			✓		✓		✓
5 Ethical issues in management;		✓	✓	✓	✓	✓				✓	✓			✓	✓	✓		✓
6 Business principles;		✓	✓	✓	✓			✓				✓	✓	✓			✓	
7 Current literature relating to equine science;	✓			✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓		✓
8 Research, development and experimental design.						✓							✓		✓	✓		✓
9 Theoretical diversity within the field of equine science/management including companion and production equines, equine science, including behaviour, welfare and equine health;	✓	✓			✓	✓		✓			✓				✓	✓		
10 Practical equine production, equine handling and husbandry and scientific techniques in the laboratory/field;	✓	✓			✓	✓			✓	✓	✓					✓		✓
11 Research skills to facilitate further study at honours level.											✓		✓		✓	✓	✓	✓
(B) Intellectual Skills																		
1 Seek, describe and interpret information;	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
2 Describe, interpret and organise data;	✓		✓					✓	✓				✓			✓	✓	✓
3 Identify and express key themes in written work and oral presentations;	✓	✓		✓	✓		✓	✓	✓		✓	✓		✓	✓	✓	✓	✓
4 Apply given tools/methods accurately and carefully to a well-defined problem and draw appropriate conclusions;		✓							✓							✓	✓	✓
5 Identify, describe and analyse problem situations;		✓	✓	✓		✓		✓					✓			✓	✓	✓
6 Allocate priorities, identify suitable solutions and draw appropriate conclusions;			✓	✓	✓	✓							✓	✓		✓	✓	✓
7 Understand and apply numerical conventions, interpreting trends and data.	✓		✓						✓				✓			✓	✓	✓
8 Use statistics effectively in the presentation of an argument;			✓										✓			✓	✓	✓
9 Reflect on actions and priorities;			✓							✓		✓		✓				
10 Formulate effective strategies for achieving goals;			✓	✓				✓		✓		✓		✓		✓		

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11 Debate issues in relation to more general ethical perspectives.					✓						✓			✓	✓	✓		✓
(C) Subject/Professional/Practical Skills																		
1 Prepare students for employment in the equine industry;	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓		✓		✓		✓
2 Provide a balance between breadth and specialist training and include a grounding in applied principles;	✓	✓		✓	✓	✓	✓		✓	✓				✓		✓		✓
3 Develop vocational and practical skills, knowledge and understanding which enable students to be competent to relevant industry standards;	✓	✓		✓	✓	✓			✓	✓	✓	✓		✓		✓	✓	✓
4 Assist students to be adaptable to the changing demands of business and society;				✓	✓			✓		✓		✓		✓			✓	✓
5 Allow students to choose from a range of options appropriate to their needs, while maintaining a coherent programme of study;		✓			✓			✓	✓		✓	✓			✓	✓		
6 Provide an opportunity for students to acquire professional qualifications necessary for future employment.				✓						✓				✓				
(D) Transferable skills and other attributes																		
1 Communicate technical information clearly in a written format, within time constraints and in a high pressure environment;	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓
2 Communicate verbally accurately, clearly and appropriately to a variety of audiences demonstrating use of appropriate academic terminology;			✓	✓		✓							✓	✓		✓	✓	✓
3 Manage own time effectively and identify and achieve individual goals when completing a task for a given deadline;	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4 Identify individual goals and responsibilities and assume responsibility for one's actions;				✓					✓	✓		✓	✓	✓			✓	
5 Demonstrate the skills necessary for self-managed and lifelong learning; and;	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6 Allocate tasks for self, individuals and a team and perform in a manner appropriate to these roles and responsibilities.				✓						✓			✓	✓		✓	✓	

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated
On the FdSc Equine Management programme teaching is a mix of 24% scheduled, 70% independent and 6% placement learning.

Scheduled learning
Includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work-based learning. Scheduled sessions may vary slightly depending on the module choices made.

Independent learning
Includes 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
May include a practice placement, other placement, year abroad. This constitutes an average per level as indicated below.

Virtual Learning Environment (VLE) (or equivalent)
This module 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.

Module Title	Scheduled (%)	Independent (%)	Placement (%)
Equine Management I	27	33	40
Mammalian Systems Biology	24	76	0
Animal and Equine Nutrition	24	76	0
Management of Equestrian Facilities	24	76	0
Principles of Animal Biology	24	76	0
Equitation	24	76	0
Business Studies	24	76	0
Introduction to Veterinary Science	24	76	0
Equine Industry	24	76	0
Sandwich Year Work Placement	0	0	100
Equine Management II	27	33	40
Research Methods	24	76	0
Advanced Equitation	24	76	0
Introduction to Equine Behaviour	24	76	0
Applied Animal Health & Disease	24	76	0
Making a Financial Case	24	76	0
Independent Report	24	76	0
Data Analysis	24	76	0

Careers
To support learner's career preparations, UWE careers personnel visit Weston on a regular basis and the students can use all the UWE Careers on line resources as well as see Careers staff at Frenchay and other campuses. 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 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 in equine science.

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 range of vocational opportunities to be found operating in the equine science industry. There has been substantial employer input in the design of the programme through vocational panels representing employers from the local area, thus identifying employers' needs and current skills gaps.

In the Foundation Degree programme, academic knowledge and understanding reinforces and supports the development of vocational skills to equip the student to meet the needs of employers. The programme embraces the Government's commitment to the expansion of higher education. The flexibility of the Foundation Degree allows people already in work to engage in higher education whilst making full use of, and awarding credit for, prior experiential learning within the working environment. The Foundation Degree also provides a pathway for lifelong learning and the opportunity to progress to Honours degree programmes.

Students undertake two vocationally based modules within their programme which contribute to the overall ethos of work related learning that forms the basis of the Foundation Degree. Level 1 students undertake 'Equine Management I' which prepares the student for work, during which every student undertakes a six week work placement (or part-time equivalent) in a relevant industry.

Knowledge and understanding from this work-based learning underpins level 2 'Equine Management II' which helps the student to identify how businesses are run and prepares the student for future careers. As part of this module students compile a portfolio that reflects the work placement providers' organisation or business (how it was run, how decisions were made, etc) which is assessed, along with a portfolio of evidence of the skills gained and work placement hours (six weeks full time, or part-time equivalent) completed.

A range of modules will be complimented by collaborative delivery with Hartpury College staff and cross college teaching. This will include trips to Hartpury College for specific lectures and the use of resources to compliment delivery from Weston College in partnership with Badgworth Arena.

Students are supported during the programme through online web-based support such as the Virtual Learning Environment (VLE) and Digital collection, and individual tutorial sessions with a designated tutor.

Part 5: Assessment

Approved to University Regulations and Procedures

Assessment Strategy
Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

This Foundation Degree offers both a traditional form of assessment with both formative and summative assessment during delivery of science based theoretical modules and modules that rely upon the students' capacity to draw upon their experience of the workplace. This practical professional experience, whether paid or unpaid, is essential for success on this Foundation Degree.

Formal assessment currently includes the following:

1 a range of small scale enquiries based in the workplace;
2 reflective and evaluative accounts or audits of initiatives, interventions, specific practices that might take place in the workplace;
3 creation of portfolios that evidence the experiences occurring in the workplace through completion of witness statements, observational reports, reports on practice, logs and journals, planning documents etc.;
4 written assignments, essays and prepared papers with further reading to enhance insight to a specific topic area;
5 examination of the core scientific principles underpinning practice;
6 oral presentations and posters on module related topics.

The assessment criteria are stated within handbooks and made evident with individual assignments. All feedback will relate to individual learning outcomes in order to develop students' capacity to reflect and improve performance during the course of the programme.

The programme encompasses a range of **assessment methods** including; written assignments and examinations, practical and oral examinations, laboratory reports and notebooks. These are detailed in the following assessment map:

Assessment Map for FdSc Equine Management

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test (eg Case Study Exam)	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report/ Project (eg Laboraory/Field Notebook)	Dissertation	Portfolio (eg Practice Portfolio)
Module Level 0	**Principles of Animal Biology**	A (50)							B (50)		
Compulsory Modules Level 1	**Equine Management I**								B (100)		A (P/F)
	Mammalian Systems Biology				A (40)				B (60)		
	Animal and Equine Nutrition	A (50)						B (50)			
	Management of Equestrian Facilities						A (60)	B (40)			
	Business Studies						A (25)	B (75)			
	Introduction to Veterinary Science	B (60)	A (40)								
Optional Modules Level 1	**Equitation**	A (50)						B (50)			
	Equine Industry	A (50)						B (50)			
Optional Year	**Sandwich Year Work Placement**										A (100)
Compulsory Module Level 2	**Applied Animal Health & Disease**	A (60)						B (40)			
	Equine Management II								B (50)		A (50)
	Research Methods		A (50)						B (50)		
Optional Modules Level 2	**Advanced Equitation**	A (50)						B (50)			
	Data Analysis		A (50)								B (50)
	Independent Report		A (25)						B (75)		
	Introduction to Equine Behaviour						A (100)				
	Making a Financial Case							A (100)			

*Assessment should be shown in terms of either Written Exams, Practical exams, or Coursework as indicated by the colour coding above.

Part 6: Programme Structure

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

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

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
↓	Year 1	Animal and Equine Nutrition (UINXQ9-15-1) Business Studies (UINXQY-15-1) Equine Management I (UIEVLG-30-1) Introduction to Veterinary Science (UINXR3-15-1) Mammalian Systems Biology (UINXR4-15-1) Management of Equestrian Facilities (UIEXN9-15-1)	Equine Industry (UIEXNK-15-1) Equitation (UIEXN6-15-1) 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 45 are at level 1 or above. <u>Cert HE Equine Studies</u> Credit Requirements: 120 credits at level 0 or above of which not less than 90 are at level 1 or above. TARGET AWARD <u>FdSc Equine Management</u> Credit Requirements: 240 credits at level 0 or above of which not less than 120 are at level 1 or above, and not less than 90 are at level 2 or above, to include all compulsory modules with the exception of Sandwich Year Work Placement. TARGET AWARD <u>FdSc Equine Management (SW)</u> Credit Requirements: 240 credits at level 0 or above of which not less than 120 are at level 1 or above, and not less than 90 are at level 2 or above, to include all compulsory modules and Sandwich Year Work Placement.
	Optional Year	Sandwich Year Work Placement (UINVK6-15-2)		
	Year 2	Applied Animal Health & Disease (UINXSN-30-2) Equine Management II (UIEVKA-30-2) Research Methods (UINXPU-15-2)	Students are normally required to select 45 credits from the optional modules listed below: Advanced Equitation (UIEXR5-15-2) Data Analysis (UINXPW-15-2) Independent Report (UINXRX-15-2) Introduction to Equine Behaviour (UIEXR5-15-2) Making a Financial Case (UINVK8-15-2)	
GRADUATION				

Part time:
The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student.**

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
↓	Year 1.1	Equine Management I (UIEVLG-30-1) Mammalian Systems Biology (UINXR4-15-1) Introduction Veterinary Science (UINXR3-15-1)	Principles of Animal Biology (UINXK8-15-0) Equitation (UIEXN6-15-1) Equine Industry (UIEXNK-15-1)	<u>Certificate Equine Studies</u> Credit Requirements: 60 credits at level 0 or above of which not less than 45 are at level 1 or above. <u>Certificate HE Equine Studies</u> Credit Requirements: 120 credits at level 0 or above of which not less than 90 are at level 1 or above TARGET AWARD <u>FdSc Equine Management</u> Credit Requirements: 240 credits at level 0 or above of which not less than 120 are at level 1 or above, and not less than 90 are at level 2 or above, to include all compulsory modules.
	Year 2.1	Animal and Equine Nutrition (UINXQ9-15-1) Applied Animal Health & Disease (UINXSN-30-2) Management of Equestrian Facilities (UIEXN9-15-1) Business Studies (UINXQY-15-1)	Making a Financial Case (UINVK8-15-2)	
	Year 3.1	Equine Management II (UIEVKA-30-2) Research Methods (UINXPU-15-2)	Advanced Equitation (UIEXR5-15-2) Data Analysis (UINXPW-15-2) Independent Report (UINXRX-15-2) Introduction to Equine Behaviour (UIEXR5-15-2)	
GRADUATION				

Part 7: Entry Requirements

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

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 grades A-C, or equivalents (functional skills level 2 is considered equivalent to English and Mathematics GCSE Grades A-C for this programme), and current UCAS Tariff Points or equivalent, to include a science subject. Applicants will have achieved tariff points as appropriate for the year of entry, which for the academic year 2013/14 was 160 tariff points.

British Horse Society (BHS) Stage 3 knowledge and care, Stage 3 riding and preliminary teaching test will be considered during the application process.

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. Where appropriate experience or learning has been gained prior to enrolment on the programme AL/AEL may be possible.

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

The learning outcomes for the programme have been developed with reference to the qualification descriptors used in the QAA Framework for Higher Education Qualifications. The QAA Foundation degree qualification bench marks describe the distinctive features of a qualification at this level, its purpose, general characteristics and generic outcomes. In particular the following characteristics of the Foundation degree have been considered, employer involvement, accessibility, progression, flexibility, partnership, monitoring, review and vocational orientation which will allow students to perform effectively in their chosen field. These are further explored in Part 3 together with subject benchmarks and relevant codes of practice.

1 QAA Subject Benchmark Statement:
- Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences
- Foundation Degree qualification benchmark, 2010
- General Business and Management, 2007

2 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 Animal Science Vocational Panel meetings.
- British Horse Society.

These documents have been used to identify key benchmarks, curriculum content and standards of assessment and teaching, throughout all modules on this programme.

3 Employer interaction/feedback:
- Animal/Equine Management Vocational Panel Meeting

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.

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.
During a vocational panel, current stakeholders including graduates, work placement providers and employers from the subject area were consulted regarding the content of this programme. Modules were thought to be appropriate and forms of assessment sufficient to challenge students and measure their learning and engagement.

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.