



CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

| Part 1: Basic Data | |
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| Awarding Institution | University of the West of England |
| Teaching Institution | Hartpury College |
| Delivery Location | Hartpury College |
| 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 Science & Management |
| Default Award Title | None |
| Fall-back Award Title | None |
| Interim Award Titles | Certificate Equine Studies Certificate Higher Education: Equine Science & Management |
| UWE Progression Route | BSc (Hons) Equine Management |
| Mode(s) of Delivery | Full time/part time |
| Codes | UCAS: BUWE B80 D42F(A) JACS: D422 |
| | ISIS2: D42F HESA: |
| Relevant QAA Subject Benchmark Statements | QAA Subject Statements: Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences (2009) |
| CAP Approval Date | 29 May 2014 |
| Valid From | 01 September 2013 (2014 entry) |
| Valid Until | 01 September 2019 |
| Version | 1.5 |

Part 2: Educational Aims of the Programme

The programme is designed to develop the learners' interest and knowledge of key equine science and management principles, utilising a number of applied science and vocationally orientated modules. Students will therefore develop industry relevant transferable skills and strong theoretical knowledge, underpinned by practical application and work based learning.

The programme will therefore enable students to:

- 1 Access a distinct 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, specifically catered towards students aspiring to achieve management level employment.
- 3 Raise their standards and skills levels for employment within the equine industry.
- 4 Develop applied knowledge and understanding of functional anatomy and physiology.
- 5 Achieve an overview of the equine industry and appreciate the importance of various roles within it.
- 6 Appreciate and work with ethical issues surrounding horse husbandry and welfare.
- 7 Appreciate health and safety legislation influencing working practices within the equine industry.
- 8 Develop personal qualities and interpersonal skills relevant to a range of equine and business environments.
- 9 Think constructively and critically; discuss, evaluate and propose sound and reasoned solutions to problems.
- 10 Effectively develop and utilise employability skills including; written and verbal communication, numeracy, independent and team working, time management, use of initiative, and a realistic approach to problem solving to support lifelong learning.
- 11 Take advantage of opportunities to gain experience of various roles and career paths within the equine industry.
- 12 Take advantage of opportunities to engage successfully with industry recognised vocational qualifications throughout the duration of their programme, including the opportunity to partake within British Horse Society (BHS) examinations.
- 13 Successfully progress into (management level) employment or onto the final year of an honours degree.

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

LANTRA reported that whilst the workforce in the equine industry is highly skilled, only 9% carry fully-accredited qualifications at level four or above in the Framework for Higher Education Qualifications. Following successful completion of this programme, students will be equipped with a qualification at year 2 with an opportunity to continue their study onto year 3 and above.

Students will be able to re-enter the equine industry demonstrating industry standard practical skills (following the BHS Knowledge and Care syllabus, stages one to three), and the ability to take a constructive and critical approach to problem-solving using academic knowledge in a variety of topics underpinning modern equine management. Students will be capable of working effectively as a team member and leader, and as an independent individual. They will be able to manage their own time effectively to meet goals, and communicate clearly both in written and verbal form.

Practical skill development and assessment occurs on-site in a compulsory first year module, before students complete a period of work experience with an external provider. Through these experiences and academic support, students will engage in self-reflection of their ability and preparation for future career paths. During the course of the programme, students are also encouraged to engage in study weeks to complete additional vocational training to further increase employability. At the end of the programme students have an opportunity to progress on to a bespoke BSc (Hons) Equine Management top-up programme. This opportunity will suit those who are academically orientated and wish to engage in independent research, to further facilitate job prospects.

A number of modules on the programme are mapped against BHS professional Horse Knowledge & Care qualifications. Students who are successful in these modules will have gained the relevant knowledge and confidence to successfully complete the BHS Stage Three Horse Knowledge and Care theory exam, thus complimenting the academic qualification they will have gained.

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:

| | Equestrian Practice | Management of Equestrian Facilities | Equine Structure & Function | Equine Industry | Equine Veterinary Science | Animal Nutrition | Equitation | Introduction to Equitation | Principles of Animal Biology | Equestrian Industry Reflection | Ground Schooling & Rehabilitation | Equine Performance | Undergraduate Research Process | Introduction to Equine Behaviour | Advanced Equitation | Applied Equine Diagnostics & Therapy | Equine Event Organisation | Applied Equine Nutrition | New Venture Creation | Stud Management & Reproductive Techniques | Equine Disease & Disorders |
|---|---|-------------------------------------|-----------------------------|-----------------|---------------------------|------------------|------------|----------------------------|------------------------------|--------------------------------|-----------------------------------|--------------------|--------------------------------|----------------------------------|---------------------|--------------------------------------|---------------------------|--------------------------|----------------------|---|----------------------------|
| A) Knowledge and understanding of | | | | | | | | | | | | | | | | | | | | | |
| 1 | Equestrian facilities and management. | ✓ | ✓ | ✓ | | | | | | ✓ | | ✓ | | | ✓ | ✓ | | ✓ | ✓ | | |
| 2 | Anatomy and physiology. | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| 3 | Equine health and welfare. | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | ✓ | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | ✓ |
| 4 | Nutrition. | | | | | ✓ | | | ✓ | | | ✓ | | | | | | ✓ | | ✓ | ✓ |
| 5 | Performance. | | | | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | | | | | | |
| (B) Intellectual Skills | | | | | | | | | | | | | | | | | | | | | |
| 1 | Problem-based learning & evidence based solutions. | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | | ✓ | | ✓ | | ✓ |
| 2 | Identify compare and contrast various sources. | | | ✓ | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | | ✓ | ✓ |
| 3 | Demonstrate depth of understanding in the application of theory to practice. | ✓ | | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | | | | ✓ | ✓ |
| 4 | Apply principles, theories and methods to various field and workplace issues. | ✓ | ✓ | | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5 | Critically review current primary research literature. | ✓ | | | ✓ | | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| 6 | Reflection and prioritisation. | ✓ | ✓ | | | | ✓ | ✓ | | ✓ | ✓ | | | | | | | | | ✓ | ✓ |
| (C) Subject/Professional/Practical Skills | | | | | | | | | | | | | | | | | | | | | |
| 1 | Select and use subject specific techniques. | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | | | | | | ✓ |
| 2 | Function effectively in a variety of equine industry relevant practical settings. | ✓ | | | | | ✓ | ✓ | | ✓ | ✓ | ✓ | | | ✓ | ✓ | | | | | ✓ |
| 3 | Engage with opportunities to gain industry relevant qualifications. | ✓ | | | | | ✓ | ✓ | | | ✓ | ✓ | | | | | | | | | |
| 4 | Develop and practice key employability skills and qualities, including flexibility. | ✓ | ✓ | | | | ✓ | ✓ | | ✓ | ✓ | | ✓ | | | ✓ | | ✓ | | | |
| 5 | Appropriate use of relevant and practical techniques and IT applications. | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| (D) Transferable skills and other attributes | | | | | | | | | | | | | | | | | | | | | |
| 1 | Manage time, prioritise workloads, recognise and manage personal issues. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | | ✓ | | |
| 2 | Develop a reflective philosophy to analyse personal effectiveness. | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | | | | | | |
| 3 | Motivation to engage effectively within teams. | ✓ | ✓ | | ✓ | | | | | ✓ | | | | | | | ✓ | | ✓ | | |
| 4 | Communicate effectively and appropriately through verbal and non-verbal means. | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| 5 | Realise career opportunities. | ✓ | | | | | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

Part 4: Student Learning and Student Support

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

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

On the FdSc Equine Science & Management programme teaching is a mix of scheduled, independent, and placement learning. The programme itself is made up of a unique variety of modules which will employ different types of teaching and learning outlined below, however it shares characteristics with all other foundation degrees due to the inclusion of work based learning through work placements. The programme also subscribes to study weeks where students are provided with opportunities to engage with demonstrations, dissections, careers workshops and opportunities to gain additional vocational qualifications.

Scheduled learning

May include; lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops, external visits, and work based learning. Scheduled sessions may vary slightly depending on the module choices made. Learning support and additional needs are considered for each individual student. In the first year a core module has been designed to support student transition in to Higher Education through recognition and development of key study skills.

Independent learning

May include hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Independent learning may vary slightly depending on the module choices made but will also include involvement with study weeks.

Placement learning

This programme incorporates a period of work placement. In the first year students are required to engage in practical independent learning, through completion of yard duties on-site to sign off competencies mapped against BHS Horse Knowledge & Care syllabus up to stage three. Following this, or alongside this in agreement with the tutor, students are expected to complete a longer period of work experience which they have sourced themselves. This can be with an external placement provider sourced by the student, or there are opportunities on-site to volunteer are some of the equine events that are hosted by the College on a yearly basis. Students will be supported to gain a placement through C.V. & cover letter writing, and interview technique practice. Students will also be encouraged to engage in self-reflection during the work placement.

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, 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

- 1 FdSc Equine Science & Management programme is a broad programme allowing students to concentrate on key topics and areas that they are interested in pursuing as a career following graduation.
- 2 Key themes on the programme include; equine husbandry, equitation, therapy and rehabilitation, nutrition, behaviour, and reproductive techniques. There are also a number of business related modules on the programme.
- 3 Students will already have some experience of working with horses, so that the programme works with students to develop their scientific knowledge of the practices used in industry and provide them with intellectual skills and confidence to develop an autonomous approach to problem solving.

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| 4 | Specific modules on the programme are mapped up to stage three of the British Horse Society: Horse Knowledge and Care syllabus. Competencies that are signed off during practical learning for a compulsory first year module, along with other specific modules on the programme in both first and second year, provide students with knowledge and confidence to complete BHS Horse Knowledge and Care exams up to stage three. |
| 5 | During the course of the programme students will engage with on-site facilities such as; the Equine Therapy Centres water and high-speed treadmills, Hartpury Equestrian Centre, World Class Championship outdoor arena and International Equine Arena. These and other facilities will be used in practical sessions, demonstrations and events linked to modules on the programme. |
| 6 | Work placement opportunities exist on-site at Hartpury with; the Events Office, Equine Therapy Centre, and Hartpury Equestrian Centre. A number of external placement links also exist. |
| 7 | Study weeks run in both semesters and include activities to compliment the development of student knowledge and practical skills. |
| 8 | Careers Advice Team on-site, embedded study skills and employability modules. |
| 9 | Industry experienced and research active staff teach subject specific topics. |

Part 5: Assessment

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

Assessment Strategy

A variety of assessment methods are utilised throughout the programme and these are monitored to ensure they relate to learning outcomes.

Knowledge is tested through a variety of methods including written assignment, poster presentation/defence, unseen written and practical exams, and the development of portfolios of competencies. An element of formative assessment appears in every module on the programme to provide additional support.

The assessment strategy for intellectual skills is intended to: consolidate learning; ensure appropriate and developmental feedback is provided; strengthen motivation; develop analytical skills; encourage reflection on theoretical, practical and work-based learning.

Professional skills are assessed through a range of appropriate forms of written coursework, examinations, and oral and practically based scenarios, under controlled conditions.

Transferable skills are developed and assessed through the assessment strategy using a carefully selected range of coursework and examinations, which complement the assessment of transferable skills for example; reflective portfolios, group work, coursework which requires the use of IT skills, presentations, and practical exams.

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, portfolios, practical, oral and written examinations, presentations, group work and projects. These are detailed in the following assessment map.

Assessment Map for FdSc Equine Science & Management

| | | 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 Structure & Function | | A (50) | | | | | | B (50) | | |
| | Principles of Animal Biology | A (50) | | | | | | | B (50) | | |
| | Animal Nutrition | A (50) | | | | | | | B (50) | | |
| | Introduction to Equitation | | | | A (50) | | | B (50) | | | |
| | Equitation | A (50) | | | | | | B (50) | | | |
| | Equine Veterinary Science | A (50) | | | | | B (50) | | | | |
| | Equine Industry | A (100) | | | | | | | | | |
| Compulsory Modules Level 2 | Management of Equestrian Facilities | | | | | A (60) | B (40) | | | | |
| | Equestrian Industry Reflection | | | | | | | | | | A (100) |
| Optional Modules Level 2 | Equine Performance | A (50) | | | | | | B (50) | | | |
| | Ground Schooling & Rehabilitation | | | | | A (60) | | B (40) | | | |
| | Undergraduate Research Process | | A (40) | | | | | B (60) | | | |
| | Introduction to Equine Behaviour | | | | | | A (100) | | | | |
| | Advanced Equitation | A (50) | | | | | | B (50) | | | |
| | Applied Equine Diagnostics & Therapy | | | | | | A (100) | | | | |
| | Equine Event Organisation | | | | | | A (60) | B (40) | | | |
| | Applied Equine Nutrition | | | | A (100) | | | | | | |
| | New Venture Creation | | | | | | | | B (60) | | A (40) |
| | Stud Management & Reproductive Techniques | A (50) | | | | | B (50) | | | | |
| Equine Disease & Disorders | A (50) | | | | | | | B (50) | | | |


*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

The following 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 | Equestrian Practice* (UIEVL3-30-1) Equine Structure & Function* (UIEXN4-30-1) Management of Equestrian Facilities* (UIEXN9-15-1) Equine Veterinary Science* (UIEXN5-15-1) Equine Industry (UIEXNK-15-1) Animal Nutrition (UINXK5-15-1); or Introduction to Equitation (UIEXQX-15-0); or Equitation* (UIEXN6-15-1); or 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 credits are at level one or above. <u>Cert HE Equine Science & Management</u> Credit requirements: 120 credits at level 0 or above of which not less than 100 are at level one or above, which MUST include ONE of the following: Equestrian Practice, Management of Equestrian Facilities, or Equine Performance. |
| | Year 2 | Equestrian Industry Reflection (UIEVK4-15-2) Equine Performance* (UIEXRD-15-2) | Students are normally required to select 90 credits from the optional modules listed below: Ground Schooling & Rehabilitation* (UIEXRE-15-2) Undergraduate Research Process (UINXU5-15-2) Introduction to Equine Behaviour (UIEXRF-15-2) Advanced Equitation (UIEXR5-15-2) Applied Equine Diagnostics & Therapy (UIEXR6-15-2) Equine Event Organisation (UIEXRB-15-2) Applied Equine Nutrition (UIEXR7-15-2) New Venture Creation (UISXTX-15-2) Stud Management & Reproductive Techniques (UIEXRJ-30-2) Equine Disease & Disorders (UIEXRA-15-2) | <u>TARGET AWARD</u> <u>FdSc Equine Science & Management</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. In order to have underpinning knowledge of the British Horse Society Knowledge and Care stages, awarded by Equestrian Qualifications GB Limited, levels one to three, students should successfully complete the starred modules (*) across all levels. |
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PART TIME OPTION:

The following table indicates the part time routes that are available. In the first year, choices very much depend on whether the student has achieved an A2 or equivalent in a biological subject. If not they will be required to enrol on the Principles of Animal Biology module in the first semester. By the end of the first and second years of part time study, students are eligible to receive interim awards. To achieve the target award students must engage successfully with all modules over a four year period.

| ENTRY | | Compulsory Modules | Optional Modules | Interim Awards |
|-------|--------|--|---|---|
| ↓ | Year 1 | <p>PATHWAY ONE: Equine Structure & Function* (UIEXN4-30-1) Management Of Equestrian Facilities* (UIEXN9-15-1) Equine Veterinary Science* (UIEXN5-15-1) Principles of Animal Biology (UINXK8-15-0); or Introduction to Equitation (UIEXQX-15-0)</p> <p>PATHWAY TWO: Equine Structure & Function* (UIEXN4-30-1) Management Of Equestrian Facilities* (UIEXN9-15-1) Equine Veterinary Science* (UIEXN5-15-1) Equine Industry (UIEXNK-15-1)</p> | | <p><u>Certificate in Equine Studies</u> Credit requirements: 60 credits at level 0 or above of which not less than 50 credits are at level one or above.</p> <p><u>Cert HE Equine Science & Management</u> Credit requirements: 120 credits at level 0 or above of which not less than 100 are at level one or above, which must include ONE of the following: Equestrian Practice, Management of Equestrian Facilities, or Equine Performance.</p> <p>TARGET AWARD <u>FdSc Equine Science & Management</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.</p> <p>In order to have underpinning knowledge of the British Horse Society Knowledge and Care stages, awarded by Equestrian Qualifications GB Limited, levels one to three, students should successfully complete the starred modules (*) across all levels.</p> |
| | Year 2 | Equestrian Practice* (UIEVL3-30-1) | Animal Nutrition (UINXK5-15-1); or Equitation* (UIEXN6-15-1) Applied Equine Diagnostics & Therapy (UIEXR6-15-2) Equine Event Organisation (UIEXRB-15-2) | |
| | Year 3 | Equestrian Industry Reflection (UIEVK4-1502) Equine Performance* (UIEXRD-15-2) | Applied Equine Nutrition (UIEXR7-15-2) New Venture Creation (UISXTX-15-2) Ground Schooling & Rehabilitation* (UIEXRE-15-2) Stud Management & Reproductive Techniques (UIEXRJ-30-2) | |
| | Year 4 | | Equine Disease & Disorders (UIEXRA-15-2) Undergraduate Research Process (UINXU5-15-2) Introduction to Equine Behaviour (UIEXRF-15-2) Advanced Equitation (UIEXR5-15-2) | |

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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.

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 usually take the form of an individual interview with members of the programme team and possibly the completion of a set task such as a written assignment.

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.

In addition, the following benchmarks have been taken into consideration:

- 1 University of the West of England Learning, Teaching and Assessment Strategy
- 2 Univeristy of the West of England Work-Based Learning Policy
- 3 Hartpury College HE Strategy, Learning & Teaching Strategy, Widening Participation Strategy
- 4 UWE Hartpury Assessment Guidance
- 5 Staff research projects such as; Waite S., Scott-Ward, R., & L. Greening (2011) Bridging the Divide. Study of National Diploma students progressing into HE. Short report of EKEN project: <http://www.1419eken.org/projects.html>

Methods used in the development of this programme to evaluate and improve the quality and standards of learning

The programme was developed around reports from LANTRA including:

- Equine Industry Occupational and Functional Map (Dec, 2006)
- A Study into the Business & Skills requirements of the UK Equine Industry (Jan 2011).

Industry feedback on the proposed programme was gained during a vocational panel meeting for industry stakeholders and prospective employers held in advance of validation in 2010.

The British Horse Society also worked closely with the College to map the content of the modules on this programme to that of the Knowledge and Care syllabus up to level three.

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](#).