University of the West of England
BRISTOL

PROGRAMME SPECIFICATION

Part 1: Basic Data			
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	None		
Professional Statutory or Regulatory Body Links	None		
Highest Award Title	BSc (Hons) Equine Science BSc (Hons) Equine Science (SW)		
Default Award Title	None		
Fall-back Award Title	None		
Interim Award Titles	BSc Equine Science DipHE Equine Science CertHE Equine Science Cert Equine Science		
UWE Progression Route	None		
Mode(s) of Delivery	Full time, sandwich, part time		
Codes	**UCAS:** Year 1: D334 Foundation Year: DF34	**JACS:** D422	
	ISIS2: PA= D234 D23413 (FT/PT) D234 (SW) With Foundation Year: PA= D234 DF3413 (FT/PT) DF34 (SW)	**HESA:**	
Relevant QAA Subject Benchmark Statements	Agriculture, forestry, agricultural sciences, food sciences and consumer sciences		
First CAP Approval Date	29 May 2014	**Revised CAP Approval Date**	V10.6- 12 January 2015 V11- 07 July 2016 V11.2 – 23 February 2017 V12.0- 27 April 2017
Valid From	01 September 2013 (2017 entry)	**Revision with effect from**	V12.0- 01 September 2017
Review Date	01 September 2023		
Version	12.0		

Part 2: Educational Aims of the Programme

The target award of a BSc (Hons) Equine Science is a three year full-time programme, with the option of doing a four year degree with a Sandwich year between the second and third year. The degree is designed to develop a sound general knowledge of the world of equine science, whilst providing a broad spectrum of modules to enable the student to tailor the degree programme to suit their interests and support their progression into employment into their career.

General Aims

The programme aims to encourage students to think constructively and critically, discuss and evaluate concepts and theories in the field of equine science, and propose sound and reasoned solutions to problems. Throughout the programme, students are encouraged to build on scientific mammalian principles to enable them to develop a knowledge and understanding of the normal equid in health and disease, and to use this knowledge to study the equid comparatively, and in the context of the modern global equine industry. Through the inclusion of the optional work placement and international study opportunities, the BSc (Hons) Equine Science programme allows students to develop their subject and personal skills within a range of professional environments both in the UK and overseas.

Specific Aims

The specific aims of the programme are:

1 To allow students the opportunity to choose from a range of current topical subject areas, whilst including nutrition, equine therapy, breeding and equine behaviour;
2 To develop the abilities of the student in a rigorous but constructive way through a range of assessment methods including case study analysis and practical assessments;
3 To develop students practical skills through the application of a range of professional techniques and equipment including nutritional analysis, haematological and biochemical analysis, equine first aid and husbandry techniques;
4 To offer students the opportunity to engage in facilities and events through volunteer opportunities, modules requirements, such as equine therapy, or work experience;
5 To give the students the opportunity to design, construct and undertake scientific research relevant to the field of equine science;
6 To facilitate the students ability to recognise and utilise constructive, general feedback and apply it across a range of subjects and tasks undertaken;
7 To enable students to progress onto postgraduate study or research within a range of subject areas.

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

Graduates from the BSc (Hons) Equine Science programme will have gained a thorough knowledge of the normal horse in health and disease and use this knowledge to study the horse in the context of the present day equine industry. The programme will have allowed the student to explore and develop the theme of the horse as an athlete and consider all aspects contributing to its performance.

Students will have been required to pass core modules that contain information on equine and comparative animal anatomy, as well as exercise physiology, nutrition, and research methods. Students will have also completed an independent scientific investigation. In addition to these core subject areas, equine science students will have undertaken a number of optional modules that investigate a broad spectrum of subject areas within the field of equine science, including behaviour, stud and reproductive techniques, therapy and rehabilitation, as well as the equine business industry.

Students can benefit from gaining valuable work experience during the sandwich year work placement which is optional in this programme. There are also study abroad and exchange opportunities available to students on the equine science degree.

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 Functional Anatomy**	**Fundamental Skills for the Equine**	**Equine Veterinary Science**	**Equine Industry**	**Equitation**	**Animal Nutrition**	**Animal Genetics**	**Equine Exercise Physiology**	**Undergraduate Research Process**	**Equine Nutrition**	Introduction to Equine Behaviour	Equine Disease and Disorders	Advanced Equitation	Equine Biomechanics	New Venture Creation	Animal Microbiology	Equine Diagnostics and Therapy	Applied Stud Management	International Academic Study Portfolio	International Academic Study Project	International Academic Study Extended Project	Sandwich Year Work Placement	**Undergraduate Dissertation**	**Developments in Equine Science**	Contemporary Issues in Equestrian Sport	Applied Equine Ethology	Undergraduate Independent Study	Equine Nutrition for Performance	Equine Sports Medicine	Equine Therapy and Rehabilitation	Neonatal and Foal Medicine	Epidemiology	Equine Ethics and Welfare	Advanced Animal Microbiology
A) Knowledge and understanding of:																																	
1 Knowledge and critical awareness of the strengths, weaknesses and future developments of key areas of science relating to the equine industry, normally including: • Equine anatomy and physiology. • Equine exercise physiology. • Equine nutrition. • Equine sports medicine. • Equine veterinary science. • Equine reproduction. • Statistics and research methods.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2 A thorough comprehension of the current developments in equine science and related disciplines which would combine to support continuing best practice.	✓		✓	✓				✓		✓			✓					✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓		✓	
3 A comprehensive understanding of the broad range of techniques utilised within equine science research.	✓	✓	✓	✓				✓		✓	✓					✓	✓	✓	✓	✓			✓	✓	✓	✓		✓	✓	✓	✓		✓	
4 An understanding of legislative, ethical and moral constraints within the equine industry as a whole.			✓	✓				✓		✓		✓			✓		✓	✓	✓	✓	✓				✓	✓	✓		✓	✓		✓		✓	
5 Innovative individual approaches to the application of knowledge gained through the programme in order to identify and resolve problems encountered.	✓	✓	✓	✓	✓	✓	✓		✓						✓				✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓			✓
6 The combination of applied and academic knowledge to develop competency in the subject specific/professional/practical skills required to gain employment within the biological science industry.	✓	✓	✓	✓	✓	✓	✓		✓						✓				✓	✓	✓	✓	✓				✓							

Learning Outcomes:		**Equine Functional Anatomy**	**Fundamental Skills for the Equine**	**Equine Veterinary Science**	**Equine Industry**	**Equitation**	**Animal Nutrition**	**Animal Genetics**	**Equine Exercise Physiology**	**Undergraduate Research Process**	**Equine Nutrition**	Introduction to Equine Behaviour	Equine Disease and Disorders	Advanced Equitation	Equine Biomechanics	New Venture Creation	Animal Microbiology	Equine Diagnostics and Therapy	Applied Stud Management	International Academic Study Portfolio	International Academic Study Project	International Academic Study Extended Project	Sandwich Year Work Placement	**Undergraduate Dissertation**	**Developments in Equine Science**	Contemporary Issues in Equestrian Sport	Applied Equine Ethology	Undergraduate Independent Study	Equine Nutrition for Performance	Equine Sports Medicine	Equine Therapy and Rehabilitation	Neonatal and Foal Medicine	Epidemiology	Equine Ethics and Welfare	Advanced Animal Microbiology
(B) Intellectual Skills																																		
1	Seek, identify, describe and interpret appropriate information relating to their defined equine science subjects.	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓			✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓		✓	
2	Critically appraise evidence in the underpinning of arguments.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
3	Apply sound and justified theoretical knowledge to novel situations.	✓	✓	✓	✓	✓	✓	✓		✓		✓								✓	✓	✓		✓	✓	✓	✓	✓						✓	
4	Design, critique and analyse information to test a scientific hypothesis relating to the field of equine science.	✓	✓	✓	✓	✓	✓	✓		✓										✓	✓	✓		✓				✓							✓
5	Use statistical means to support arguments and to investigate theories relating to equine science.		✓							✓	✓				✓					✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Demonstrate confidence in analysing current situations, identifying strengths and weaknesses and developing an alternative strategy.	✓	✓	✓	✓	✓	✓	✓	✓						✓		✓		✓	✓	✓	✓		✓	✓		✓			✓	✓			✓	✓
7	Debate and analyse key issues within equine science in relation to advances on fundamental principles, using evidence to support the analysis.	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓					✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
(C) Subject/Professional/Practical Skills																																		
1	Demonstrate basic skills in laboratory protocols and procedures.	✓	✓	✓			✓		✓		✓	✓	✓		✓		✓	✓	✓	✓	✓	✓		✓					✓	✓	✓	✓			✓
2	Discuss the key principles relating to equine functional anatomy.	✓				✓			✓		✓	✓	✓	✓	✓			✓	✓	✓	✓	✓		✓	✓	✓				✓	✓				
3	Show evidence of understanding relating to the key body functions and systems that can be taken forward to underpin specific knowledge in further areas of study.	✓		✓			✓		✓		✓	✓	✓	✓	✓			✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓		✓	
4	Develop a mindset that allows the integration of general veterinary science principles to the field of equine science.	✓	✓	✓		✓	✓		✓		✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓
5	Apply pre-existing knowledge to the study of the exercising equid.	✓	✓		✓				✓					✓	✓			✓		✓	✓	✓		✓	✓	✓				✓	✓				
6	Demonstrate subject specific skills through the application of appropriate statistical, analytical and evaluating techniques to data in order to draw justified conclusions.		✓							✓										✓	✓	✓		✓											✓

Learning Outcomes:		**Equine Functional Anatomy**	**Fundamental Skills for the Equine**	**Equine Veterinary Science**	**Equine Industry**	**Equitation**	**Animal Nutrition**	**Animal Genetics**	**Equine Exercise Physiology**	**Undergraduate Research Process**	**Equine Nutrition**	Introduction to Equine Behaviour	Equine Disease and Disorders	Advanced Equitation	Equine Biomechanics	New Venture Creation	Animal Microbiology	Equine Diagnostics and Therapy	Applied Stud Management	International Academic Study Portfolio	International Academic Study Project	International Academic Study Extended Project	Sandwich Year Work Placement	**Undergraduate Dissertation**	**Developments in Equine Science**	Contemporary Issues in Equestrian Sport	Applied Equine Ethology	Undergraduate Independent Study	Equine Nutrition for Performance	Equine Sports Medicine	Equine Therapy and Rehabilitation	Neonatal and Foal Medicine	Epidemiology	Equine Ethics and Welfare	Advanced Animal Microbiology
7	Exhibit knowledge of physiology and nutrition relative to equine performance ability.					✓	✓		✓		✓		✓	✓	✓			✓	✓	✓	✓	✓		✓	✓	✓			✓	✓	✓				
8	Make judgments on the analysis of the equid in order to monitor and enhance performance within a given role.	✓	✓	✓	✓				✓		✓			✓	✓			✓	✓	✓	✓	✓		✓		✓			✓	✓	✓				
(D) Transferable skills and other attributes																																		
1	Recognise and respect the views of others and work effectively and coherently within a team environment.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Communicate in written and verbal mediums using academic professional terminology.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Prepare, interpret and present data, using appropriate qualitative and quantitative techniques and packages.		✓				✓			✓	✓						✓			✓	✓	✓		✓			✓		✓						✓
4	Communicate technical information about areas of current research, or equivalent advanced scholarship, and synthesise and summarise their outcomes.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	Demonstrate the ability to use a wide range of sources, including the internet, electronic journal databases and library catalogues to complete a detailed literature search on a given topic.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Utilise problem solving skills in a variety of theoretical and practical situations.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	Develop a reflective philosophy when analysing personal effectiveness and be responsible for personal management of learning.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Part 4: Student Learning and Student Support

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

At Hartpury, there is a commitment for a minimum average requirement of 15 hours/week contact time over the Foundation Year and Year One 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 BSc (Hons) Equine Science 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. Within the Foundation Year a feature will be the facilitated workshops and individual study, enabling students to benefit from small-group study.

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
Will include an optional sandwich year and students may elect to study abroad 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.

International Academic Study
Within this programme there is an opportunity to gain academic credit for a period of studying abroad. The student would be supported to identify an opportunity of interest, which may be with established College partners or by individual arrangement. All periods of study abroad would have to meet the College's requirements before enrolment on the International Academic Study opportunity modules.

Virtual Learning Environment (VLE)
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 Distinctive Features and Support

The purpose of the programme contained in this submission for validation is to provide a balanced vocational and academic study that is intellectually challenging, vocationally relevant, and provides a foundation for pursuing a career within the equine-related industries.

Having entry points into both a Foundation Year and Level One, enables the programme experience to facilitate the development of a successful undergraduate supporting a wide range of study backgrounds. The Foundation Year will prepare students with general study skills and opportunities to develop subject specific skills and knowledge. Additionally the Foundation year includes an internship enabling a student to put their skills into practice and develop an early appreciation of employment opportunities and attributes necessary for enhanced employability.

The programme has been designed to build on the competencies of a wide spectrum of students who should be capable of taking up appropriate positions of responsibility within the varied range of enterprises to be found operating within the equine industries.

In the Honours degree programme, academic knowledge and understanding will reinforce and support the development of practical skills to equip the student with the knowledge base and skills relevant to this very broad area of applied science.

Compulsory modules in level 1 provide the student with a basic understanding of science and anatomical concepts. This knowledge is expanded in the subsequent modules at levels 2 and 3 with the option modules enabling the student to specialise in areas of particular interest to them as well as developing investigative skills for research. Equine Science students at level 1 through to level 3 are taught by subject specialists who have had experience in equine related industry. The programme prepares graduates for the future needs of the equine industry in the UK and abroad, the nature of the academic programmes gives students the opportunity to work within the industry during vacation periods which will be encouraged to add to their personal vocational and practical skills in addition to knowledge base. Those students that wish to develop their vocational skills can do so by completing 40 weeks in placement, as part of a sandwich award.

Support:
For the placement sandwich year, students will receive additional support and 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 year process (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.

Progression:
Overall, the programme combines the development of knowledge via teaching, research and practical skills to develop a graduate who can make an effective contribution to the equine related industries. It has been shown that the balance of skills developed on the programme will also enable graduates to gain employment in other occupational areas, if they so wish or continue with postgraduate education.

This programme offers the opportunity for students to undertake an approved Exchange Programme, for an agreed period (one/two semesters), of overseas study at a higher education institution studying modules appropriate to their programme aims and which have been pre-approved by the Programme Manager. The Exchange Programme is dependent on an approved agreement between Hartpury College and an approved International Institution for BSc (Hons) Equine Science.

Part 5: Assessment
Approved variant to University Academic Regulations and Procedures
Assessment Strategy
To enable the learning outcomes to be achieved and demonstrated: Assessment within the Foundation Year had been designed to prepare a student for the assessment to come in following years. As such, it demonstrates a breadth of type and gradual introduction to the expectations for HE level study. Knowledge is tested through a variety of methods including written assignment, poster presentation/ defence, unseen written and the development of portfolios of competencies. An element of formative assessment appears in some modules 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 and practical learning. A variety of assessment methods are utilised throughout the programme and these are monitored to ensure they relate to learning outcomes. Professional skills are assessed through a range of appropriate forms of written coursework, examinations, and oral 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 I.T. skills, presentations, and oral examinations. 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; essays, posters, presentations, written examinations.

These are detailed in the following assessment map:

Assessment Map for BSc (Hons) Equine Science; and BSc (Hons) Equine Science (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 Foundation Year	Foundation Skills Development	A (25)				B (75)					
	Academic Skills in Practice						A (25)		B (75)		
	Reviewing Literature							(A100)			
	Foundation Equine Studies			B (50)			A (50)				
	Foundations Biological Principals				A (50)						B (50)
Compulsory Modules Level 1	Equine Functional Anatomy	A (40)									B (60)
	Fundamental Skills for the Equine Scientist						A (25)				B (75)
	Equine Veterinary Science							A(100)			
	Animal Nutrition	A (50)							B (50)		
	Equine Industry	A (100)									
	Animal Genetics						A (100)				
	Equitation	A (50)						B (50)			
Compulsory Modules Level 2	Equine Exercise Physiology	A (36)					A (24)	B (40)			
	Undergraduate Research Process								A (100)		
	Equine Nutrition	A (100)									
Optional Modules Level 2	Applied Stud Management							A (100)			
	Introduction to Equine Behaviour						A (100)				
	Equine Disease and Disorders	A (50)							B (50)		
	Advanced Equitation	A (50)						B (50)			
	Equine Biomechanics		A (50)					B (50)			
	New Venture Creation						A (100)				
	Animal Microbiology	A (30)		A (20)				B (50)			
	Equine Diagnostics and Therapy	A (75)		A (25)							
	International Academic Study Portfolio										A (100)
	International Academic Study Project						A (25)				B (75)
	International Academic Study Extended Project						A (25)				B (75)
Optional Year	Sandwich Year Work Placement										A (100)
Compulsory Modules Level 3	Developments in Equine Science				A (100)						
	Undergraduate Dissertation									A (100)	
	Equine Sports Medicine	A (50)						B (50)			

		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
Optional Modules Level 3	Equine Ethics and Welfare						A (100)				
	Contemporary Issues in Equestrian Sport						A (25)	B (75)			
	Equine Therapy and Rehabilitation		A (100)								
	Applied Equine Ethology						A (100)				
	Equine Nutrition for Performance	A (100)									
	Undergraduate Independent Study								A (100)		
	Epidemiology	A (60)						B (40)			
	Advanced Animal Microbiology	A (50)							B (50)		
	Neonatal and Foal Medicine	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

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

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

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Foundation Year	Foundation Skills Development (UINV8A-30-0) Academic Skills in Practice (UINV8B-30-0) Reviewing Literature (UINV8C-15-0) Foundation Equine Studies (UINV8H-15-0) Foundation Biological Principals (UINV8E-30-0)		Cert Equine Science Credit requirements: 60 credits at level 0 or above of which not less than 50 are at level 1 or above. CertHE Equine Science Credit requirements: 120 credits at level 0 or above of which not less than 100 are at level 1 or above. DipHE Equine Science 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 at level 2 or above. BSc Equine Science Credit Requirements: 300 credits at level 0 or above of which not less than 280 are at level 1 or above, not less than 100 at level 2 or above and not less than 60 at level 3 or above. TARGET AWARDS BSc (Hons) Equine Science Credit requirements: 360 credits at level 0 or above of which not less than 340 are at level 1 or above, not less than 200 are at level 2 or above and not less than 100 at level 3 or above. This must include all compulsory modules. BSc (Hons) Equine Science (SW) Credit Requirements: 360 credits at level 0 or above of which not less than 340 are at level 1 or above, not less than 200 are at level 2 or above and not less than 100 at level 3 or above. This must include all compulsory modules and the Sandwich Year Work Placement module.
	Level 1	Equine Functional Anatomy (UIEXN8-30-1) Fundamental Skills for the Equine Scientist (UIEXNL-30-1) Equine Veterinary Science (UIEXN5-15-1) Animal Nutrition (UINXK5-15-1) Equine Industry (UIEXNK-15-1) Animal Genetics (UINXNV-15-1); *or* Equitation (UIEXN6-15-1)		
	Level 2	Equine Exercise Physiology (UIEXRG-30-2) Undergraduate Research Process (UINXU5-15-2) Equine Nutrition (UIEXRC-15-2)	Students are normally required to select 60 credits from the optional modules listed below: Applied Stud Management (UIEXRJ-30-2) Introduction to Equine Behaviour (UIEXRF-15-2) Equine Disease & Disorders (UIEXRA-15-2) Advanced Equitation (UIEXR5-15-2) Equine Biomechanics (UIEXR8-15-2) New Venture Creation (UISXTX-15-2) Animal Microbiology (UINXRK-15-2) Equine Diagnostics and Therapy (UIEXR9-15-2) International Academic Study Portfolio (UINXRP-15-2) International Academic Study Project (UINXRQ-30-2) International Academic Study Extended Project (UINXRR-45-2)	
	Optional Year	Sandwich Year Work Placement (UINVK6-15-2)		

	Level 3	Developments in Equine Science (UIEV4K-15-3) Undergraduate Dissertation (UINV3R-45-3)	Students are normally required to select 60 credits from the optional modules listed below: Equine Sports Medicine (UIEV4N-15-3) Equine Ethics and Welfare (UIEV4L-15-3) Contemporary Issues in Equestrian Sport (UIEV4H-15-3) Equine Therapy and Rehabilitation (UIEV4P-15-3) Applied Equine Ethology (UIEV4R-15-3) Equine Nutrition for Performance (UIEV4M-15-3) Undergraduate Independent Study (UINV3M-15-3) Epidemiology (UINV3H-15-3) Advanced Animal Microbiology (UINV4T-15-3) Neonatal and Foal Medicine (UIEV4Q-15-3)	
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

This programme has two entry points;

- Entry into a Foundation Year
- Entry into Year One

All applications will be considered individually. Non-academic and academic achievement will be considered. Current details can be found on our website, however the following examples from 2017/18 have been included. We may discuss applications with applicants.

Entry into Foundation Year:

Applicants will have achieved a minimum of 5 GCSE A* to C, (or 9 to 4 where numeric grades are being awarded), including English Language and Mathematics and typically have gained tariff points as appropriate for the year of entry, which for the academic year 2017/18 was 120 (UCAS old) or 48 (UCAS new) tariff points.

We welcome students with equivalent qualifications, including the International Baccalaureate.

Entry into Year One:

Applicants will have achieved a minimum of 5 GCSE A* to C, (or 9 to 4 where numeric grades are being awarded), including English Language and Mathematics and typically have gained tariff points equivalent to A-levels BBC. This must include a minimum of two A Levels including a Biological Science and excludes General Studies. Vocational Award: Typical offer is a DMM in an Extended Diploma or equivalent in a relevant subject.

We welcome students with equivalent qualifications, including the International Baccalaureate.

In the case of international applications, we will attempt to establish the equivalency of qualifications and the same criteria and assessment is used as for home students. An IELTS English qualification is expected for international applicants without a GCSE Grade C or above (or 9 to 4 where numeric grades are being awarded) in English Language.

Part 8: Reference Points and Benchmarks

Relevant subject benchmark statements:

Agriculture, Horticulture, Forestry, Food and Consumer Sciences (2016)
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.

Events, Hospitality, Leisure, Sport and Tourism (2016)
Have informed the characteristics of the subject matter and curriculum development of the BA (Hons) Equine Business Management, the programme learning outcomes and the attributes that a graduate of this programme should be able to demonstrate.

Business and Management (2015)
The three key strands of these statements have been integrated throughout the BA (Hons) Sports Business Management:

1 Study of organisations, their management and the changing external environment in which they operate.
2 Preparation for and development of a career in business and management.
3 Enhancement of lifelong learning skills and personal development to contribute to society at large.

Code of Practice for the Assurance of Academic Quality and Standards in Higher Education: Placement Learning (QAA 2007);
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.

The Framework for Higher Education Qualifications in England Wales and Northern Ireland (QAA 2008);
Has been used to ensure that the programme develops students and ensures they meet the appropriate level's criteria ensuring that students are able to evaluate evidence, arguments and assumptions, to reach sound judgements and communicate them effectively.

University of the West of England 2020 Strategy
Has been used in designing this programme to ensure that the programme is: learning-centred; underpinned by sound health and safety practices and informed by research and professional practice; inclusive, flexible and accessible, exemplified in particular by the part-time and accelerated study routes; and, provides a diverse assessment diet. Furthermore, the programme aims to produce graduates who: know and value themselves as open-minded, reflective and inter-dependent learners, and participants, employees, self-employed professionals and entrepreneurs in global settings and as global citizens; and, reflect on their own learning and practice, who value others as collaborators in their learning and its exchange.

Assessment within the programme: is an integral part of a dynamic learning and teaching process and not separate from it; plays a key part in the rigorous setting and maintaining of academic standards; provides all students with the entitlement to parity of treatment; makes no distinction between different modes of study; ensures that progression is achieved by credit accumulation and the completion of pre-requisites and co-requisites; recognises different module learning in different forms of assessment; and, affords students the maximum opportunity to demonstrate their knowledge, skills, competencies and overall strengths through a variety of assessed activities.

Teaching, Learning and Scholarship Strategy
Has been used in designing this programme to ensure that the programme is underpinned by the five key principles which aim to enhance the student experience across the Associate Faculty. This programme will provide a high quality experience through a focus on student progression and achievement, academic currency and relevance, innovative delivery and assessment and feedback delivered by appropriately qualified staff who undergo Continuing Professional Development (CPD) that is linked to the UK Professional Standards Framework. The programme team will encourage and support individuals from diverse backgrounds and cultures to enable them to enter higher education and fulfil their potential. The programme adopts a fully integrated and collaborative approach to preparing students for future graduate level employment and to foster the inquiring mind-set, which will ultimately support lifelong learning for the benefit of both the graduate and wider society. The programme promotes an active scholarship culture that incorporates the scholarship of discovery, integration, application and inquiry-based learning that will transform students' understanding of knowledge and research. Students will be encouraged to develop knowledge exchange partnerships by fostering connections with each other as well as local businesses and other community partners.

Professional and Vocational Interaction: Equine Vocational Panel Meetings
Department of Equine 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.

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 and liaison with subject area teams.

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.