Programme Specification

Part 1: Basic Data	
Awarding Institution	Hartpury University
Teaching Institution	Hartpury
Delivery Location	Hartpury
Study abroad / Exchange / Credit recognition	None
Department responsible for programme	Equine
Programme Title	Postgraduate Diploma in Equine Science
Professional Statutory or Regulatory Body Links	None
Highest Award Title	Postgraduate Diploma in Equine Science
Default Award Title	None
Interim Award Titles	PGCert Equestrian Performance and Rehabilitation PGCert Equine Behaviour and Welfare PGCert Equine Science
Mode(s) of Study	FT / PT
Codes	**UCAS:** D23B12 **JACS:** D422 **Unit-E:** PGDEESXX **HESA:**
Relevant QAA Subject Benchmark Statements	Agriculture, forestry, agricultural sciences, food sciences and consumer sciences
Last Major Approval Date	1 September 2018 Valid from 1 September 2018
Amendment Approval Date	Amended with effect from
Version	2.0
Review Due By	1 September 2024

Part 2: Educational Aims of the Programme

The Postgraduate Diploma in Equine Science programme has been developed to enable students to gain a systematic knowledge of key research based subject areas that can maximise performance, enhance career longevity or aid in selection of the performance horse, with a core goal of optimising the horse's welfare. As an important contributor to the UK economy the equine industry is subject to complex, and frequently competing, pressures. An increasingly important role of the horse, worldwide, is as a performance animal, and therefore the ability to recognise, prioritise and account for differing stakeholder requirements is essential for the modern day equine scientist. This area is constantly updating and graduates will have the skills to engage with information at the boundaries of current knowledge. Overall this critical awareness will enable graduates to contribute by research and application to the equine industry.

The student experience provided by the Postgraduate Diploma in Equine Science aims to:

1   Provide an opportunity for postgraduate students to develop and realise their potential;
2   Provide an applied science programme of study in the field of equine science underpinned by staff research, consultancy and scholarship;
3   Enable students to develop further their capacity for critical analytical thought;
4   Enable students to add depth to their specific knowledge and transferable skills;
5   Enable students to become involved in new and developing areas of research within the field of equine science
6   Familiarise students with the physical resources and techniques necessary for appraisal of equine athletic performance;
7   Develop the ability to evaluate the impact that the management decisions of carers can have on the equine athlete;
8   Enable students to add depth to their specific knowledge, qualities and transferable skills necessary to prepare students for employment and/or further postgraduate study;
9   Provide a highly scientific programme that conforms to University requirements on quality assurance, management and enhancement.

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

On completion of this postgraduate programme graduates will have had to demonstrate the capability to engage in evaluative discussion and analytical thought processes, questioning and justifying scientific protocols and concepts. Through the research and intellectual skills required as part of their study, Postgraduate Diploma Equine Science graduates should be able to take a more critical and objective approach to tasks required of them and to consider wider implications, ethical impacts and potential developments of the actions that they undertake. These skills and attributes are therefore supportive of either further study or employment both within and outside of the field of equine science.

		Compulsory Modules	**Optional Modules**	**Awards**
	Year 1	Applied Equine Exercise Physiology (HEQXKX-30-7) Therapy & Rehabilitation of the Equine Athlete (HEQXKS-15-7) Equine Behaviour and Welfare (HEQXQW-30-7) Rider Performance (HEQXKR-15-7)	Breeding for Performance (HEQXKP-15-7) The Research Process (HEQXKT-15-7) Postgraduate Independent Study (HANVL4-15-7)	PGCert Equine Science Credit Requirements: 60 credits at level 6 or above of which not less than 45 are at level 7. PGCert Equestrian Performance and Rehabilitation Credit requirements: 60 credits at level 6 or above of which not less than 45 are at level 7, and to consist of: Applied Equine Exercise Physiology (HEQXKX-30-7) and Therapy & Rehabilitation of the Equine Athlete (HEQXKS-15-7). PGCert Equine Behaviour and Welfare Credit Requirements: 60 credits at level 6 or above of which not less than 45 are at level 7, and to include: Equine Behaviour and Welfare (HEQXQW-30-7). PGDip Equine Science Credit requirements: 120 credits at level 6 or above of which not less than 90 are at level 7.

Part 3: Programme Structure for Postgraduate Certificate in Equine Science

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

Part time:
The part time student journey from Entry through to Graduation is individually negotiated with the student.

Part 4: 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 and by completing the Postgraduate Certificate in Equine Science graduates will have acquired:

Learning Outcomes:	Equine Behaviour and Welfare	Applied Equine Exercise Physiology	Investigating Equestrian Research	Therapy and Rehabilitation of the Equine Athlete	Rider Performance	The Research Process	Postgraduate Independent Study
A) Knowledge and understanding of:							
1. A working understanding, and a critical awareness of problems and/or new insights in the field of equine science including issues pertaining to the area of professional practice including: equine management practices; and appraising equine athletic performance.	✓	✓	✓	✓	✓		✓
2. A comprehensive understanding of techniques applicable to research in the area of equine science leading to potential publication or advanced scholarship.	✓	✓	✓	✓	✓	✓	✓
3. An innovative and individual approach to the application of knowledge gained during the programme, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in applied science disciplines.	✓	✓	✓	✓	✓	✓	
4. An understanding of the relationships inherent within the sub-disciplines of equine science.	✓	✓	✓	✓	✓		✓
(B) Intellectual Skills							
1. Demonstrate an ability to engage in postgraduate level academic enquiry through the application of cognitive skills of critical thinking, analysis and synthesis (including the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately).	✓	✓	✓	✓	✓	✓	✓
2. To evaluate critically current research in the area of equine science.	✓	✓	✓	✓	✓		✓
3. Analyse and solve complex problems relating to performance in equestrian sport;.	✓	✓	✓	✓	✓		✓
4. Synthesise information from a number of sources in order to gain a coherent understanding of theory and practice.	✓	✓	✓	✓	✓	✓	✓
5. Apply strategies for appropriate selection of relevant information from a wide source and evolving body of knowledge across a range of species.	✓	✓	✓	✓	✓		✓
6. Utilise problem solving skills.	✓	✓	✓	✓	✓	✓	✓
7. Analyse, evaluate and interpret the evidence underpinning equine science.	✓	✓	✓	✓	✓		✓
(C) Subject/Professional/Practical Skills							
1. Make judgements on the ethics of different management regimes designed to enhance performance.							

2.	Develop methods for assessing the efficacy of management regimes at maximum equine performance.	✓	✓	✓	✓	✓		✓	
3.	Utilise principles from animal science to inform equine science and show a critical awareness of their limitations.	✓	✓	✓	✓	✓		✓	
4.	Justify a protocol (including analysis, target setting and monitoring) in order to optimise equestrian performance.	✓	✓	✓	✓	✓			
5.	Assess, and advise others, on the potential impact of changes to legislation and policy within the equine industry.	✓							

(D) Transferable skills and other attributes

1.	Communicate effectively with a wide range of individuals using a variety of appropriate means, showing self-awareness and sensitivity to diversity in people and different situations.	✓	✓	✓	✓	✓	✓	✓	
2.	Evaluate their own academic, vocational and professional performance through the use of reflection.	✓	✓	✓	✓	✓	✓	✓	
3.	Utilise problem-solving skills in a variety of theoretical and practical situations.	✓	✓	✓	✓	✓	✓	✓	
4.	Manage change effectively and respond appropriately, and flexibly, to changing demands.	✓	✓	✓	✓	✓	✓	✓	
5.	Take responsibility for personal and professional learning and development and act autonomously in planning and implementing tasks.	✓	✓	✓	✓	✓	✓	✓	
6.	Manage time, prioritise workloads and recognise critical periods of development, by managing personal emotions and stress in order to show effective self-management and the ability to continue learning.	✓	✓	✓	✓	✓	✓	✓	
7.	Understand career opportunities and challenges ahead and begin to plan a career path.	✓	✓	✓	✓	✓	✓	✓	
8.	Make effective use of information technology (e.g. world-wide web) and other academically based electronic resources to manage information; and.	✓	✓	✓	✓	✓	✓	✓	
9.	Perform effectively as an individual and as a member of a team.	✓	✓	✓	✓	✓	✓	✓	

Part 5: Student Learning and Student Support

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

Contact time encompasses a range of face: face activities and 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.

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

Independent learning
May include hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.

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.

Description of any Distinctive Features

The delivery mode encompasses a flexible part time approach incorporating study weekends designed to meet the needs of students, make accessible specialist resources and the ability to utilise specialist external consultants/academics. Taught modules hold either a 15 or 30 credit rating and will be delivered over at least two study weekends; this will equate to respective notional study time of 150 or 300 hours. The Postgraduate Diploma programme will therefore be delivered during blocks throughout the academic year during which attendance at the institution will be required. A student can manage their own workload during the academic year to decide how many modules they wish to do in each semester by selecting which optional module they engage with.

Students will have the opportunity to meet and interact with other postgraduate students during an induction period, which contains sessions and activities common to all institutions' postgraduate students, as well as subject specific activities. Academic guidance in relation to module content rests primarily with the Module Leader. Students will have access to online support through the institution's VLE package along with individual study packs produced to supplement and support each module. They will also be required to engage in compulsory tutorials with their academic tutor during the academic year. Students will also be supported throughout the programme through VLE and individual module study packs. Where students are experiencing continuing difficulties, they may seek general counseling from their Personal Academic Tutor, Student Advisor or approach the Programme Manager.

Students will have the opportunity to explore areas of equine science of particular interest to themselves. The opportunity to conduct small projects of primary research is available at several points in the programme and within several modules. The preparation of a research proposal and its presentation for ethical approval will enable students to present their developing research ideas and experiences at appropriate stages. The extent to which a student engages with primary research is a matter of personal choice and will be guided by their Programme Manager, however all students will engage in some primary research. Other project and assignment work in the assessment of other modules will enable students to gain skills in research with secondary data as well.

The institution ensures that appropriate arrangements are in place to ensure equality of opportunity in formative and summative assessment for all students with special educational needs. We are committed to ensuring that the delivery and assessment methods of a module take account of students with special educational needs, and this is addressed from the beginning of the module delivery period. Alternative forms of assessment may be recommended by module teams approved by the field concerned and notified to students at the beginning of the module delivery period. The University, through the Centre for Student Affairs, provides specialist advice to students with special educational needs.

The library service is very supportive of the academic disciplines within the Equine Science programme and provides an extensive range of paper (book and periodical) and electronic based (e-book, periodical and database) resources relevant to postgraduate level study. The library further incorporates "remote access" to the majority of its holdings in order to enhance the learning experience of the student and enable postgraduate students off site access to efficiently manage their personal learning.

The flexible, modular structure of the programme allows a student to complete the Postgraduate programme within an academic year or to spread studying over a longer period of time to fit in with external commitments. At the end of this programme students may elect to continue their postgraduate studies and as such can apply to progress to the Masters in Equine Science programme at this institution or apply for other programmes. Students may also elect to progress into employment. As students at this institution, students on the Postgraduate Diploma have access to the resources available through the Career Development Unit of the institution, and this access continues following graduation.

Part 6: Assessment

This module will be assessed according to the Academic Regulations published for the academic year on the website http://www.hartpury.ac.uk

Assessment Strategy

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

Individuals learn through different methods, hence a range of teaching and assessment techniques are used throughout the programme. Theoretical lectures, practicals (computer based, laboratory, Equestrian Centre, Equine Therapy Centre), seminars and debates, industry based visits and guest speakers from within the industry enhance the students' academic knowledge, whilst giving the student the opportunity to practice and develop applied skills needed for industry. A range of assessment types appropriate for postgraduate study are utilised within the modules offering students the opportunity to excel through written examinations and assignments, oral assessments and written reports.

In line with the institution'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** and these are detailed in the following assessment map:

Assessment Map for Postgraduate Diploma in Equine Science

		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 7	Applied Equine Exercise Physiology	A (50)						B (50)			
	Therapy & Rehabilitation of the Equine Athlete	A (100)									
	Equine Behaviour and Welfare						A (40)		B (60)		
	Rider Performance	A (50)						B (50)			
Compulsory Modules Level 7	Investigating Equestrian Research						A (100)				
	The Research Process						A (30)	B (70)			
	Postgraduate Independent Study							A (100)			

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

Part 7: Entry Requirements

Applicants will have achieved entry criteria appropriate for the year of entry, which can be found through the Hartpury website (www.hartpury.ac.uk).

We also welcome applicants from a diverse range of backgrounds who do not have the entry requirements outlined above. Applicants will be considered on the basis of evidence of personal, professional and educational experience which indicates an applicant's ability to meet the demands of the programme. Where appropriate experience or learning has been gained prior to enrolment on the programme RPL/RPEL may be possible.

Applicants whose first language is not English must also gain a minimum IELTS score of 6.5 prior to entry onto the programme.

Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

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.

The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015
The programme has been designed considering how it addresses aspects of part one of the ESG. In particular the programme has been designed so that it meets 'the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.'

Additionally the design and teaching, learning and assessment strategy within this programme encourages the programme to be 'delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach'. Other relevant reference points:

Hartpury 2020 Strategy and the Teaching and Research Excellence Strategy 2017-2021
These have 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.

Staff Research

Part 8: Reference Points and Benchmarks

The proposed modules for PGDip Equine Science are based on well-established teaching areas. These modules will be developed & taught by staff who are research or consultancy active, have significant Equine experience, and who bring this experience to bear on their teaching

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 Institution's website.

Programme Amendment Log

Programme Title:	PGDip in Equine Science
Programme Code:	PGDEESXX
Initial Approval Date:	01 September 2017
Approved by:	Hartpury Curriculum Approval Committee
Approved until:	01 September 2024
Original version number:	V1.0

Changes:

Rationale: After the successful application for University Title, amendments were required to all specifications.	
Material Alteration: Yes and Course Information Sheet amended appropriately: Not required	
Outline Change Details: 1. Part 1: Basic Data requires the Awarding Body to be amended from Hartpury College to Hartpury University. 2. Subject Benchmark Statements updated where required.	
Change requested by:	Academic Registrar
CVC approval date:	31 August 2018
Change approved with effect from:	01 September 2018
New version number:	**V2.0**