



Programme Specification

Part 1: Basic Data			
Awarding Institution	Hartpury College		
Teaching Institution	Hartpury		
Delivery Location	Hartpury		
Study abroad / Exchange / Credit recognition	None		
Department responsible for programme	Equine		
Programme Title	BSc (Hons) Equine Science with Therapy (SW)		
Professional Statutory or Regulatory Body Links	None		
Highest Award Title	BSc (Hons) Equine Science with Therapy (SW)		
Default Award Title	None		
Interim Award Titles	BSc Equine Science with Therapy (SW) BSc Equine Science with Therapy DipHE Equine Science Cert HE Equine Science Cert Equine Science		
Mode(s) of Study	FT / SW / PT		
Codes	UCAS: Year 1: D335 Foundation Year: DF35	JACS: D422	
	HESA:		
Relevant QAA Subject Benchmark Statements	Agriculture, forestry, agricultural sciences, food sciences and consumer sciences		
Last Major Approval Date	1 September 2017	Valid from	1 September 2018
Amendment Approval Date		Amended with effect from	
Version	2.0		
Review Due By	1 September 2023		

Part 2: Educational Aims of the Programme

The target award of a BSc (Hons) Equine Science with Therapy is a three year full-time programme. The option to take a Sandwich year between the second and third year increases total study time to four years. The degree is designed to develop a sound general knowledge of the world of equine science, whilst studying modules focussed around anatomy and physiology, therapeutic modalities and rehabilitation methods, contextualized towards the equine athlete.

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 utilise scientific principles to enable them to develop in-depth knowledge and understanding of mammalian biology, specifically in the context of the horse, facilitating comparative study and within the modern global equine industry. Through the inclusion of work placement and international study opportunities, the BSc (Hons) Equine Science with Therapy programme allows students to develop their subject and personal skills within a range of professional environments both in the UK and overseas.

The specific aims of the programme are:

- 1 To allow students the opportunity to focus on the diagnostic techniques, treatment regimes and ongoing rehabilitation of the equine athlete;
- 2 To evaluate the role of various techniques and methods used within equine training and rehabilitation;
- 3 To ensure students are capable of recording accurate observations of case studies and the outcomes of health evaluations;
- 4 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 skills assessments;
- 5 To develop student knowledge and/or practical skills around principles of equine first aid and industry standard husbandry techniques;
- 6 To ensure students experience the working environment of a commercial Therapy Centre and gain an insight into industry practice;
- 7 To evaluate methods of communication in a range of given situations for example, with professional and non-professional horse owners and trainers;
- 8 To give the students the opportunity to design, construct and undertake scientific research relevant to equine science;
- 9 To enable students to progress onto postgraduate study or progress to industry recognised qualifications in the field of equine science and/or animal therapy.

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

Graduates from the BSc (Hons) Equine Science with Therapy programme will develop a critical awareness of therapeutic modalities currently utilized in the equine industry. The cumulative knowledge gained from this programme will enable graduates to offer solutions linked to maintaining or enhancing equine performance. Students will also develop independent research skills. Successful graduates will evidence relevant work experience and may utilize the sandwich year, which is optional in this programme, to work alongside external therapy providers.

Part 3: Programme Structure for : BSc (Hons) Equine Science with Therapy (SW)

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

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">ENTRY TO FOUNDATION YEAR</div> <div style="margin-left: 10px;">↓</div> </div>	Foundation Year	Foundation Skills Development (HANV8A-30-3) Academic Skills in Practice (HANV8B-30-3) Reviewing Literature (HANV8C-15-3) Foundation Equine Studies (HANV8H-15-3) Foundation Biological Principals (HANV8E-30-3)	Not applicable.	<u>Cert Equine Science</u> Credit requirements: 60 credits at level 3 or above of which not less than 50 are at level 4 or above. <u>CertHE Equine Science</u> Credit requirements: 120 credits at level 3 or above of which not less than 100 are at level 4 or above.
	Year 1	Equine Functional Anatomy (HEQXN8-30-4) Fundamental Skills for Equine Therapy (HEQV6F-30-4) Equine Veterinary Science (HEQXN5-15-4) Animal Nutrition (HANXK5-15-4) Equine Industry (HEQXNK-15-4) Animal Genetics (HANXNV-15-4)	Not applicable.	<u>DipHE Equine Science</u> Credit Requirements: 240 credits at level 3 or above of which not less than 220 are at level 4 or above and not less than 100 at level 5 or above. <u>BSc Equine Science with Therapy</u> Credit Requirements: 300 credits at level 3 or above of which not less than 280 are at level 4 or above, not less than 100 at level 5 or above and not less than 60 at level 6 or above.
	Year 2	Equine Exercise Physiology (HEQXRG-30-5) Undergraduate Research Process (HANXU5-15-5) Introduction to Hydrotherapy (HANV68-15-5) Equine Diagnostics and Therapy (HANXR9-15-5) Equine Disease & Disorders (HEQXRA-15-5) Ground Schooling and Rehabilitation (HEQXRE-15-5)	Students are normally required to select 15 credits from the optional modules listed below: Introduction to Equine Behaviour (HEQXRF-15-5) Equine Biomechanics (HEQXR8-15-5) International Academic Study Portfolio (HANXRP-15-5) International Academic Study Project (HANXRQ-30-5) International Academic Study Extended Project (HANXRR-45-5)	<u>BSc Equine Science with Therapy (SW)</u> Credit Requirements: 300 credits at level 3 or above of which not less than 280 are at level 4 or above, not less than 100 at level 5 or above and not less than 60 at level 6 or above, to include Sandwich Year Work Placement.
	Optional Year	Sandwich Year Work Placement (HANVK6-15-5)		<u>TARGET AWARDS</u> <u>BSc (Hons) Equine Science with Therapy</u> Credit requirements: 360 credits at level 3 or above of which not less than 340 are at level 4 or above, not less than 200 are at level 5 or above and not less than 100 at level 6 or above. This must include all compulsory modules.
	Year 3	Developments in Equine Science (HEQV4K-15-6) Undergraduate Dissertation (HANV3R-45-6) Equine Therapy and Rehabilitation (HEQV4P-15-6) Therapy in Practice (HANV67-30-6)	Students are normally required to select 15 credits from the optional modules listed below: Applied Equine Ethology (HEQV4R-15-6) Equine Ethics and Welfare (HEQV4L-15-6) Equine Sports Medicine (HEQV4N-15-6) Undergraduate Independent Study (HANV3M-15-6)	<u>BSc (Hons) Equine Science with Therapy (SW)</u> Credit Requirements: 360 credits at level 3 or above of which not less than 340 are at level 4 or above, not less than 200 are at level 5 or above and not less than 100 at level 6 or above. This must include all compulsory modules and the Sandwich Year Work Placement.module.
GRADUATION				

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:

Learning Outcomes:		Programme Structure and Assessment																									
		Equine Functional Anatomy	Fundamental Skills for Equine	Equine Veterinary Science	Equine Industry	Animal Nutrition	Animal Genetics	Equine Exercise Physiology	Undergraduate Research Process	Ground Schooling and	Equine Disease and Disorders	Equine Diagnostics and Therapy	Introduction to Hydrotherapy	Introduction to Equine Behaviour	Equine Biomechanics	International Academic Study Portfolio	International Academic Study Project	Sandwich Year Work Placement	Undergraduate Dissertation	Equine Therapy and Rehabilitation	Developments in Equine Science	Therapy in Practice	Applied Equine Ethology	Undergraduate Independent Study	Equine Ethics and Welfare	Equine Sports Medicine	
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, including: <ul style="list-style-type: none">Equine anatomy and physiology.Equine exercise physiology.Therapy and rehabilitation.Equine veterinary science.	✓	✓		✓	✓		✓				✓	✓		✓		✓	✓	✓					✓	✓		
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.	✓	✓	✓	✓	✓	✓	✓			✓	✓			✓	✓	✓	✓	✓				✓	✓			
B) Intellectual Skills																											

Part 4: Learning Outcomes of the Programme

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.		✓					✓										✓				✓		
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																								

Part 4: Learning Outcomes of the Programme	
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[illegible]

Part 5: Student Learning and Student Support

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

There is a policy for a minimum average requirement of 15 hours in year one and 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face: 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 with Therapy programme, students will utilize;

- Laboratories in modules including Equine Functional Anatomy and Equine Nutrition
- The yard in modules including Fundamental Skills for Equine Scientists and Ground Schooling and Rehabilitation
- The therapy centre in modules including Equine Diagnostics and Therapy and Equine Therapy and Rehabilitation.
- The canine hydrotherapy unit in modules including Introduction to Hydrotherapy and Therapy in Practice.

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 completion of a set number of hours work experience at an approved therapy centre and an optional sandwich year. Students may also 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 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 institution partners or by individual arrangement. All periods of study abroad would have to meet the institutions 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, students will be signposted towards the Innovation, Careers and Enterprise unit onsite. Tutors also offer subject specific careers advice through module sessions or individual tutorials. Careers Events are arranged annually to allow students to engage directly with careers support activities and alumni. Graduates from this programme will be eligible to apply for a number of therapy-related postgraduate programmes and additional

training courses offered by other providers in the sector; these routes will be highlighted to students.

Description of any Distinctive Features

Students can access various resources which are used on a commercial basis by the Therapy Centre on-site at the institution. This includes; the overland equine high-speed treadmill, the equine water treadmill, the canine water treadmill and hydrotherapy pool, visiting therapists, and qualified on-site animal therapists. The institution runs an ACPAT accredited post-graduate programme which enables students to access sessions with chartered animal physiotherapists.

Having entry points into both a Foundation Year and Level Four, 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.

During the course of the Honours degree programme, academic knowledge and understanding will be reinforced and supported through the development of practical skills using on-site facilities. Students will also be required to complete a compulsory period of work experience and be expected to access tutors with considerable industry and/or research experience.

The purpose of the programme contained in this submission for validation is to offer a route through practical and academic study that is intellectually challenging, industry relevant, and provides a foundation for pursuing a career within the equine therapy related industries or further study. The programme has thus been designed to build on the competencies of a wide spectrum of students who upon graduation should be capable of progressing onto postgraduate and industry qualifications linked to equine therapy, such as McTimoney.

The nature of the academic programmes gives students the opportunity to work within the industry which will 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:

Learners will be allocated an individual academic tutor who will be available throughout the academic year to discuss all aspects of study. Learners also receive support throughout the programme via online web-based platforms including programme and module facing VLE pages. The library facilities have a comprehensive array of resources to support this programme and 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.

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 the placement 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.

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 the institution and an approved International Institution for BSc (Hons) Equine Science with Therapy.

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: 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.

Assessment Map

The programme encompasses a range of **assessment methods** and these are detailed in the following assessment map:

Assessment Map for *BSc (Hons) Equine Science with Therapy (SW)*

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Level 3	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 4	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)				
Compulsory Modules Level 5	Equine Exercise Physiology	A (36)					A (24)	B (40)			
	Undergraduate Research Process								A (100)		
	Equine Diagnostics and Therapy	A (75)		B (25)							
	Ground Schooling and Rehabilitation				A (50)			B (50)			
	Introduction to Hydrotherapy			A (70)		B (30)					
	Equine Disease and Disorders	A (50)						B (50)			
Optional Modules Level 5	Introduction to Equine Behaviour						A (100)				
	Equine Biomechanics		A (50)					B (50)			
	International Academic Study Portfolio										A (75)
	International Academic Study Project						A (25)				B (75)
Optional Year	Sandwich Year Work Placement										A (100)

Compulsory Modules Level 6	Developments in Equine Science				A (100)						
	Undergraduate Dissertation								A (100)		
	Therapy in Practice		A (100)								
	Equine Therapy and Rehabilitation	A (50)						B (50)			
Optional Modules Level 6	Equine Sports Medicine	A (50)						B (50)			
	Equine Ethics and Welfare						A (100)				
	Undergraduate Independent Study								A (100)		
	Applied Equine Ethology						A (100)				
	Equine Nutrition for Performance	A (100)									
<p>*Assessment should be shown in terms of either Written Exams, Practical exams, or Coursework as indicated by the colour coding above.</p>											

Part 7: Entry Requirements

Applicants will have achieved entry criteria appropriate for the year of entry, which can be found through the institutions 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 6.0 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'.

Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences

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

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.

Study of organisations, their management and the changing external environment in which they operate.

Preparation for and development of a career in business and management.

Enhancement of lifelong learning skills and personal development to contribute to society at large

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.

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 Institution's website.