

## 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                                 | FdSc Equine Science & Management  |                          |  |
| Professional Statutory or Regulatory Body Links | None  |                          |  |
| Highest Award Title                             | FdSc Equine Science & Management  |                          |  |
| Default Award Title                             | None  |                          |  |
| Award Titles                                    | Certificate Equine Studies<br>Certificate Higher Education: Equine Science & Management |                          |  |
| Mode(s) of Study                                | Accelerated FT / Intensive FT / FT / PT   |                          |  |
| Codes   | UCAS: D42F(A)   | JACS: D422               |  |
|   | UNIT-e: BSHEESMX  | HESA:                    |  |
| Relevant QAA Subject Benchmark Statements       | Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences       |                          |  |
| Last Major Approval Date                        | 31 August 2018  | Valid from               | 1 September 2018                                 |
| Amendment Approval Date                         | V2.2 – 13 February 2019   | Amended with effect from | 2.1 -01 September 2018<br>2.2- 01 September 2019 |
| Version   | 2.2   |                          |  |
| Review Due By                                   | 1 September 2024  |                          |  |

## **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. 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)**

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.

### Part 3: Programme Structure for : FdSc Equine Science & Management

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 award requirements that are in addition to those described in the Hartpury Academic Regulations
- 3 module diet, including compulsory and optional modules

|  |                 | Compulsory Modules  | Optional Modules   | Awards   |
|--|-----------------|---|--|--|
|  | Foundation Year | Not applicable.   | Not applicable.  | <u>Certificate in Equine Studies</u><br><br><u>Cert HE Equine Science &amp; Management</u><br>Credit requirements: 120 credits at level 3 or above of which not less than 90 are at level 4 or above, which MUST include ONE of the following: Equestrian Practice, Management of Equestrian Facilities, or Equine Performance.                        |
|  | Year 1          | Equestrian Practice* (HEQVL3-30-4)<br>Equine Structure & Function* (HEQXN4-30-4)<br>Management of Equestrian Facilities* (HEQXN9-15-4)<br>Equine Veterinary Science* (HEQXN5-15-4)<br>Equine Industry (HEQXNK-15-4)<br>Animal Nutrition (HANXK5-15-4); <i>or</i><br>Introduction to Equitation (HEQXQX-15-3); <i>or</i><br>Equitation* (HEQXN6-15-4); <i>or</i><br>Principles of Animal Biology (HANXK8-15-3) | Not applicable.  | <u>FdSc Equine Science &amp; Management</u><br>This must include all compulsory modules.<br><br>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. |
|  | Year 2          | Equestrian Industry Reflection (HEQVK4-15-5)<br>Equine Performance* (HEQXRD-15-5)   | Students are normally required to select 90 credits from the optional modules listed below:<br><br>Ground Schooling & Rehabilitation* (HEQXRE-15-5)<br>Undergraduate Research Process (HANXU5-15-5)<br>Introduction to Equine Behaviour (HEQXRF-15-5)<br>Advanced Equitation (HEQXR5-15-5)<br>Applied Equine Diagnostics & Therapy (HEQXR6-15-5)<br>Equine Event Organisation (HEQXRB-15-5)<br>Applied Equine Nutrition (HEQXR7-15-5)<br>New Venture Creation (HSPXTX-15-5)<br>Applied Stud Management (HEQXRJ-30-5)<br>Equine Disease & Disorders (HEQXRA-15-5) |  |
|  | Year 3          | Not applicable.   | Not applicable.  |  |

#### Part time:

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

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

**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.

|        | Compulsory Modules  | Optional Modules  | Interim Awards  |
|--------|---|---|---|
| Year 1 | <b>PATHWAY ONE:</b><br>Equine Structure & Function* (HEQXN4-30-4)<br>Management Of Equestrian Facilities* (HEQXN9-15-4)<br>Equine Veterinary Science* (HEQXN5-15-4)<br>Principles of Animal Biology (HANXK8-15-3); or<br>Introduction to Equitation (HEQXQX-15-3)<br><br><b>PATHWAY TWO:</b><br>Equine Structure & Function* (HEQXN4-30-4)<br>Management Of Equestrian Facilities* (HEQXN9-15-4)<br>Equine Veterinary Science* (HEQXN5-15-4)<br>Equine Industry (HEQXNK-15-3) |   | <u>Certificate in Equine Studies</u><br><br><u>Cert HE Equine Science &amp; Management</u><br>Credit requirements: 120 credits at level 3 or above of which not less than 90 are at level 3 or above, which must include ONE of the following: Equestrian Practice, Management of Equestrian Facilities, or Equine Performance.<br><br><u>FdSc Equine Science &amp; Management</u><br>This must include all compulsory modules.<br><br>In order to have underpinning knowledge of the British Horse Society Knowledge and Care stages, awarded by Equestrian Qualifications GB Limited, levels 3 to 5, students should successfully complete the starred modules (*) across all levels. |
| Year 2 | Equestrian Practice* (HEQVL3-30-4)  | Animal Nutrition (HANXK5-15-4); or Equitation* (HEQXN6-15-4)<br>Applied Equine Diagnostics & Therapy (HEQXR6-15-5)<br>Equine Event Organisation (HEQXRB-15-5)                   |   |
| Year 3 | Equestrian Industry Reflection (HEQVK4-15-5)<br>Equine Performance* (HEQXRD-15-5)   | Applied Equine Nutrition (HEQXR7-15-5)<br>New Venture Creation (HSPXTX-15-5)<br>Ground Schooling & Rehabilitation* (HEQXRE-15-5)<br>Applied Stud Management (HEQXRJ-30-5)       |   |
| Year 4 |   | Equine Disease & Disorders (HEQXRA-15-5)<br>Undergraduate Research Process (HANXU5-15-5)<br>Introduction to Equine Behaviour (HEQXRF-15-5)<br>Advanced Equitation (HWQXR5-15-5) |   |

#### 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:   | 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 | Applied Stud Management | Equine Disease & Disorders |
|--|---------------------|-------------------------------------|-----------------------------|-----------------|---------------------------|------------------|------------|----------------------------|------------------------------|--------------------------------|-----------------------------------|--------------------|--------------------------------|----------------------------------|---------------------|--------------------------------------|---------------------------|--------------------------|----------------------|-------------------------|----------------------------|
| <b>A) Knowledge and understanding of:</b>  |                     |                                     |                             |                 |                           |                  |            |                            |                              |                                |                                   |                    |                                |                                  |                     |                                      |                           |                          |                      |                         |                            |
| 1. Equestrian facilities and management.   | ✓                   | ✓                                   |                             | ✓               |                           |                  |            |                            |                              | ✓                              |                                   | ✓                  |                                |                                  |                     | ✓                                    | ✓                         |                          | ✓                    | ✓                       |                            |
| 2. Anatomy and physiology.   | ✓                   |                                     | ✓                           |                 | ✓                         |                  | ✓          | ✓                          | ✓                            |                                | ✓                                 | ✓                  |                                | ✓                                |                     | ✓                                    |                           | ✓                        |                      | ✓                       | ✓                          |
| 3. Equine health and welfare.  | ✓                   | ✓                                   | ✓                           | ✓               | ✓                         |                  | ✓          | ✓                          |                              |                                | ✓                                 | ✓                  |                                | ✓                                |                     | ✓                                    |                           | ✓                        |                      | ✓                       | ✓                          |
| 4. Nutrition.  |                     |                                     |                             |                 |                           | ✓                |            |                            | ✓                            |                                |                                   | ✓                  |                                |                                  |                     |                                      |                           | ✓                        |                      | ✓                       | ✓                          |
| 5. Performance.  |                     |                                     |                             |                 |                           |                  | ✓          | ✓                          |                              |                                | ✓                                 | ✓                  |                                |                                  | ✓                   |                                      |                           |                          |                      |                         |                            |
| <b>(B) Intellectual Skills</b>   |                     |                                     |                             |                 |                           |                  |            |                            |                              |                                |                                   |                    |                                |                                  |                     |                                      |                           |                          |                      |                         |                            |
| 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.  | ✓                   | ✓                                   |                             |                 |                           |                  | ✓          | ✓                          |                              | ✓                              | ✓                                 |                    |                                |                                  |                     |                                      |                           |                          |                      |                         |                            |
| 7. Problem-based learning & evidence based solutions.                                | ✓                   | ✓                                   |                             |                 |                           | ✓                | ✓          | ✓                          | ✓                            |                                | ✓                                 |                    | ✓                              |                                  |                     |                                      | ✓                         |                          | ✓                    |                         | ✓                          |
| <b>(C) Subject/Professional/Practical Skills</b>                                     |                     |                                     |                             |                 |                           |                  |            |                            |                              |                                |                                   |                    |                                |                                  |                     |                                      |                           |                          |                      |                         |                            |
| 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 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-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 at some of the equine events that are hosted by the institution 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 the institution 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.
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, the institutions 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 the institution with; the Events Office, Equine Therapy Centre, and the institutions 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 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: 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 institutions 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 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 |
| <b>Compulsory Modules Level 4</b> | Equestrian Practice                  |                     |                        |                       |                | A (100)                     |                                     |                    |                  |              |           |
|                                   | Equine Structure & Function          |                     |                        |                       |                |                             |                                     |                    |                  |              | A (100)   |
|                                   | 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(100)             |                  |              |           |
|                                   | Equine Industry                      | A (100)             |                        |                       |                |                             |                                     |                    |                  |              |           |
| <b>Compulsory Modules Level 5</b> | Management of Equestrian Facilities  |                     |                        |                       |                |                             | A (60)                              | B (40)             |                  |              |           |
|                                   | Equestrian Industry Reflection       |                     |                        |                       |                |                             |                                     |                    |                  |              | A (100)   |
| <b>Optional Modules Level 5</b>   | Equine Performance                   | A (50)              |                        |                       |                |                             |                                     | B 50)              |                  |              |           |
|                                   | Ground Schooling & Rehabilitation    |                     |                        |                       |                | A 60)                       |                                     |                    | B (40)           |              |           |
|                                   | Undergraduate Research Process       |                     |                        |                       |                |                             |                                     |                    | A (100)          |              |           |
|                                   | Introduction to Equine Behaviour     |                     |                        |                       |                |                             | A (100)                             |                    |                  |              |           |
|                                   | Advanced Equitation                  | A (100)             |                        |                       |                |                             |                                     |                    |                  |              |           |
|                                   | Applied Equine Diagnostics & Therapy |                     |                        |                       |                |                             | A (100)                             |                    |                  |              |           |
|                                   | Equine Event Organisation            |                     |                        |                       |                |                             | A (60)                              | B (40)             |                  |              |           |
|                                   | Applied Equine Nutrition             |                     |                        |                       |                |                             | A (100)                             |                    |                  |              |           |
|                                   | New Venture Creation                 |                     |                        |                       |                |                             | A (100)                             |                    |                  |              |           |
|                                   | Applied Stud Management              |                     |                        |                       |                |                             |                                     | A(100)             |                  |              |           |
|                                   | 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 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](http://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

### ***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'.

### ***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.

## **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 institution 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 Institution's website.

### Programme Amendment Log

|                                 |  |
|---------------------------------|--|
| <b>Programme Title:</b>         | FdSc Equine Science & Management       |
| <b>Programme Code:</b>          | FDSEESMX                               |
| <b>Initial Approval Date:</b>   | 1 <sup>st</sup> September 2017         |
| <b>Approved by:</b>             | Hartpury Curriculum Approval Committee |
| <b>Approved until:</b>          | 01 September 2023                      |
| <b>Original version number:</b> | 1.0                                    |

**Changes:**

|  |                         |
|--|-------------------------|
| <b>Current version number: v2.1</b>  |                         |
| <b>Change Details Outlined</b><br>Part 6 updated to remove the coursework element from the Advanced Equitation assessment.   |                         |
| <b>Material Alteration: N/A</b>  |                         |
| <b>Rationale:</b> To reflect the change to Advanced Equitation module, which has moved to 1 point of assessment.   |                         |
| <b>Change requested by: Catherine Porter</b><br>I can confirm that student representatives have been consulted about this change<br>I can confirm that colleagues impacted by this change have been consulted<br>I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report<br><br><div style="text-align: center;">  </div> |                         |
| <b>Signature:</b>  | <b>Date:</b> 21/12/18   |
| <b>Name of Head of Department: Catherine Phillips</b><br>I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department<br><br><div style="text-align: center;">  </div>   |                         |
| <b>Signature:</b>  | <b>Date:</b> 14/02/2019 |
| <b>Approval Committee and Date:</b>  | CVC 2019 02 13          |
| <b>Change approved with effect from:</b>   | 01 September 2019       |
| <b>Resulting new version number:</b>   | 2.2 (intake 2018)       |

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| <b>Rationale:</b> After the successful application for University Title, amendments were required to all specifications.  |
| <b>Material Alteration:</b> Yes and Course Information Sheet amended appropriately: Not required  |
| <b>Outline Change Details:</b> 1. Part 1: Basic Data requires the Awarding Body to be amended from Hartpury College to Hartpury University. 2. Award Titles amended to replace (SW) with (IP) and (top- up) with (Level 6 Entry). 3. Removed BUWE B80 4. Subject Benchmark Statements updated where required. |

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| <b>Change requested by:</b>              | Academic Registrar |
| <b>CVC approval date:</b>                | 31 August 2018     |
| <b>Change approved with effect from:</b> | 01 September 2018  |
| <b>New version number:</b>               | <b>V2.1</b>        |

#### Version 1.1

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| <b>Rationale:</b> To reduce over assessment.  |                   |
| <b>Material Alteration:</b> Yes <b>and Course Information Sheet amended appropriately:</b> No   |                   |
| <b>Outline Change Details:</b> Equestrian Practice HEQVL3-30-4 assessment changed from Component A P/F Practical Skills and Component B 100% Portfolio to one point of assessment 100% Practical Skills Assessment (component A). |                   |
| <b>Change requested by:</b>   | Rachel Collins    |
| <b>CVC approval date:</b>   | 13 February 2018  |
| <b>Change approved with effect from:</b>  | 01 September 2018 |
| <b>New version number:</b>  | V1.1              |