



Programme Specification

Part 1: Basic Data			
Primary Programme Title	BSc (Hons) Equine Performance and Rehabilitation with integrated placement year		
Target Award Titles	Mode and Typical Duration of Study	Professional Accrediting Body Links	Study Abroad / Exchange / Credit Recognition
BSc (Hons) Equine Performance and Rehabilitation with integrated placement year	Stage 0 entry: Full time 5 years, Part time 9 years Stage 1 entry: Full time 4 years, Part time 7 years	None	None
Interim Award Titles	Higher Education Foundation Certificate in Academic Skills Certificate in Academic Skills Undergraduate Certificate in Equine Studies Certificate of Higher Education in Equine Studies Diploma of Higher Education in Equine Studies BSc Equine Studies BSc Equine Studies with integrated placement year BSc Equine Performance and Rehabilitation BSc Equine Performance and Rehabilitation with integrated placement year BSc (Hons) Equine Performance and Rehabilitation		
Teaching Delivery Method	On-site		
Awarding Institution	Hartpury University		
Teaching Institution	Hartpury University		
Delivery Location	Hartpury		
Department Responsible for Programme	Equine		
Unit-E Code	BSHEEPRX		
Entry Criteria Information	Applicants will have achieved entry criteria appropriate for the stage of entry, which can be found through the Hartpury website (www.hartpury.ac.uk).		
Most Recent Validation Date	18 May 2022	Due for Re-validation By	01 September 2027
Amendment Approval Date	V4.0 - 24 November 2022 V4.1 - 30 March 2023 V4.2 - 19 July 2023	Approved With Effect From	V3.0 - 01 September 2022 V4.2 - 01 September 2023
Professional Accrediting Body Approval Date	N/A	Date for Re-accreditation	N/A
Version	4.2		

Part 2: Programme Overview

The BSc (Hons) Equine Performance and Rehabilitation with integrated placement year produces graduates who understand the global complexity of the equine industry and who are capable of working within it. Graduates have professional skills aligned to a set of industry informed practical competences and as such, will be capable of implementing a rehabilitation programme, including use of therapeutic modalities under the guidance of a veterinary surgeon or accredited paraprofessional. Graduates have been exposed to the latest scientific and practical approaches within equine training and management. Graduates have an in-depth knowledge and understanding of the facets of retrospective and predictive analysis that can be used to promote successful performance. Graduates can think constructively and critically to discuss and evaluate concepts and theories in the field of equine rehabilitation, enabling them to propose and rationalise rehabilitation regimens that promote injury prevention and the successful return of the injured horse to its primary function.

Part 3: Programme Structure

This structure diagram demonstrates the student journey from enrolment through to graduation for a typical **full time student on the primary programme**, including:

- level and credit requirements
- award requirements that are in addition to those described in the Hartpury University Academic Regulations
- module diet, including core and optional modules.

Please note:

*PAB – these modules are subject to additional and variant regulations as part of an accreditation by a professional accrediting body

+ Non-condonable – these core modules are not able to be condoned

	Core Modules	Optional Modules	Target and Interim Awards
Stage 0	HANV8B-30-3 Academic Skills in Practice (Internship) HANV8E-30-3 Foundation Biological Principles HANVG4-15-3 Foundation Skills Development HANVFE-30-3 Foundation Equine Studies HANV8C-15-3 Reviewing Literature	Not applicable	<u>Higher Education Foundation Certificate in Academic Skills</u>
	To progress to stage 1 you must achieve at least 90 credits.		
Stage 1	HEQXN8-30-4 Equine Functional Anatomy HEQVCT-30-4 Skills for the Equine Rehabilitation Professional ⁺ HEQXN9-15-4 Management of Equestrian Facilities HEQXNK-15-4 Equine Industry HEQVC6-15-4 Introduction to Equine Nutrition HEQXN5-15-4 Equine Veterinary Science	Not applicable	<u>Certificate in Academic Skills</u> <u>Undergraduate Certificate in Equine Studies</u> <u>Certificate of Higher Education in Equine Studies</u>

	To progress to stage 2 you must achieve at least 90 credits from Stage 1 including HEQVCT-30-4		
Stage 2	<p>HEQVCU-45-5 Equine Performance and Rehabilitation⁺</p> <p>HEQV7L-15-5 Introduction to Equine Performance Analysis</p> <p>HEQVJA-15-5 Research Methods for Equine Science OR HANXU5-15-5 Undergraduate Research Process ¹<i>pre-2022 only</i></p> <p>HEQXR9-15-5 Equine Musculoskeletal Diagnostics OR HEQXR9-15-5 Equine Diagnostics and Therapy ¹<i>pre-2022 only</i></p> <p>HEQVJR-15-5 Professional Placement Experience in the Equestrian Sector OR HSPVK5-15-5 Professional Placement Experience ¹<i>pre-2022 only</i></p>	<p>HEQXRF-15-5 Introduction to Equine Behaviour</p> <p>HANV68-15-5 Introduction to Animal Hydrotherapy</p> <p>HEQXRC-15-5 Equine Nutrition</p> <p>HSPXS6-15-5 Study Trip</p>	<u>Diploma of Higher Education in Equine Studies</u>
	To progress to stage 3 you must achieve at least 210 credits at levels 4 and 5, including HEQVCU-45-5		
Placement Year	HANVK6-15-5 Integrated Placement Year ⁺		

Stage 3	<p>HEQVKT-45-6 Undergraduate Dissertation</p> <p>HEQV7P-15-6 Analysis of Equine Performance</p> <p>HEQVVCV-30-6 Equine Rehabilitation in Practice⁺</p>	<p>HEQVGM-15-6 Applied Equine Biomechanics</p> <p>HEQV4L-15-6 Equine Ethics and Welfare</p> <p>HEQV4M-15-6 Equine Nutrition for Performance</p> <p>HEQV7S-15-6 Sales, Negotiation and Customer Service</p> <p>HANV3M-15-6 Undergraduate Independent Study</p>	<p><u>BSc Equine Performance and Rehabilitation</u> This must include all core modules apart from HEQVKT-45-6</p> <p><u>BSc Equine Performance and Rehabilitation with integrated placement year</u> Requirements: As BSc Equine Performance and Rehabilitation and credits must include HANVK6-15-5</p> <p><u>BSc Equine Studies</u></p> <p><u>BSc Equine Studies with integrated placement year</u> This must include HANVK6- 15-5.</p> <p><u>BSc (Hons) Equine Performance and Rehabilitation</u> This must include all core modules apart from HANVK6- 15-5</p> <p><u>BSc (Hons) Equine Performance and Rehabilitation with integrated placement year</u> This must include all core modules.</p>
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Part time:

The part time student journey from entry through to graduation is individually negotiated with the student.

Part 4: Programme Learning Outcomes

Modules in bold are core modules and modules not emboldened are optional modules.

A denotes a module that assesses a learning outcome and B denotes a module aligned with a learning outcome.

Learning Outcomes:

- A) Knowledge and Understanding of:**
1. Equine anatomy and how this influences the physiological constraints placed upon the horse at rest and exercise
 2. The key principles relating to equine functional anatomy in relation to equine rehabilitation
 3. Current practice and potential impact of performance analysis techniques used within a range of different equestrian disciplines

Equine Functional Anatomy	Skills for the Equine Rehabilitation Professional	Management of Equestrian Facilities	Equine Industry	Equine Veterinary Science	Introduction to Equine Nutrition	Equine Performance and Rehabilitation	Research Methods for Equine Science or Undergraduate Research Process	Introduction to Equine Performance Analysis	Equine Musculoskeletal Diagnostics or Equine Diagnostics and Therapy	Professional Placement Experience in the Equestrian Sector or Professional	Equine Nutrition	Introduction to Equine Behaviour	Introduction to Animal Hydrotherapy	Study Trip	Integrated Placement Year	Undergraduate Dissertation	Equine Rehabilitation in Practice	Analysis of Equine Performance	Applied Equine Biomechanics	Equine Nutrition for Performance	Equine Ethics and Welfare	Undergraduate Independent Study	Sales, Negotiation and Customer Service
B	B				B	A		A	A									A	B				
B	A					A					B	B	B				A						
						B		B	B				B				A	A	B	B			

Part 4: Programme Learning Outcomes

Modules in bold are core modules and modules not emboldened are optional modules.

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<p>4. Legislative, ethical and moral constraints within the equine industry as a whole</p> <p>5. The complexity of the global equine industry and how this informs governance and impacts upon sustainability, regulation and horse management from a local and national perspective.</p> <p>6. Available and effective strategies for communicating with people in a range of professional environments as well as responding to challenge</p> <p>B) Intellectual Skills</p> <p>1. Design, critique and analyse information to test a hypothesis relating to the field of equine performance and rehabilitation</p>				A	A	B	B	B		A						A		A									
	B	B	B	B		A	B		B					B	B	A		A					B	B			
	B	B									A						A		A								B
							A		A								A	A	A						B		

Part 4: Programme Learning Outcomes

Modules in bold are core modules and modules not emboldened are optional modules.

A denotes a module that assesses a learning outcome and B denotes a module aligned with a learning outcome.

2. Demonstrate a critical awareness of the factors that contribute to performance in the horse and articulate the complexity of effective performance analysis to achieve success	B	B					A		A						B			A	A	B				
3. Conceptualise and critically evaluate strategies that could be used to promote successful performance in the horse						B	B	B	B	B								A	A					
4. Apply pre-existing knowledge to the study of the exercising horse in relation to training and rehabilitation	B	A	A			A	A		A	A				B				A	A	B	B			
5. Evaluate current research in the field of equine science to propose realistic and effective rehabilitation regimes for horses							A			A								A						
6. Critically evaluate the efficacy of equine rehabilitation regimes							A											A			B			
C) Performance and Practice																								
1. Demonstrate practical competences 1-4		A																						
2. Demonstrate practical competences 5 - 8							A																	

Part 4: Programme Learning Outcomes

Modules in bold are core modules and modules not emboldened are optional modules.

A denotes a module that assesses a learning outcome and B denotes a module aligned with a learning outcome.

<p>1. Recognise and respect the views of others and work effectively and coherently within a multidisciplinary team</p> <p>2. Communicate in written and verbal media using academic and professional terminology</p> <p>3. Prepare, interpret and present data, using appropriate qualitative and quantitative techniques and packages</p> <p>4. Demonstrate the ability to find and appraise relevant information using a wide range of sources</p> <p>5. Utilise problem solving skills in a variety of theoretical and practical situations</p> <p>6. Develop a reflective philosophy when analysing personal effectiveness and be responsible for personal management of learning and wellbeing</p> <p>7. Critically appraise evidence in the underpinning of arguments.</p>		B		B			B		B	B	B			B		A		A	A							B
		A	B			B	B	B		B			B	B				A	A	A	B	B	B	B	B	
		B						A	A	A									A	B	A	B			B	
		B	B	B	B	B	B	A	B	B	B	B	B	B	B	B	B	A	A	A	B	B	B	B	B	B
		B	B	B		B	B	B	B	B	B		B	B	B	B	B	A	A	A	B	B	B	B	B	B
		B						B				A					A	A	A	A					B	
								B	B	B	B	B	B	B	B	B	A	A	A	A	B		B	B	B	B

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

A key feature of delivery throughout the programme is the application and continual development of practical skills relevant to equine performance and rehabilitation within teaching and learning in order to ensure that, upon graduation, students are knowledgeable and practically competent to handle horses in rehabilitation settings and apply prescribed treatments. This is achieved through a variety of mechanisms including bringing industry speakers and experts into the classroom, practical workshops, undertaking study trips and visits to relevant performance and equine rehabilitation establishments, work placement and a year out in industry between stage two and the final stage. Practical opportunities to observe practitioners and develop skills in line with industry derived practical competences in relation to equine rehabilitation and performance analysis techniques throughout the programme will produce graduates who can work within and positively influence equine performance and rehabilitation in the global equine industry.

Stage one of the programme aims to establish a foundation knowledge and understanding of how the horse operates including explaining how equine functional anatomy and physiology, nutrition, behaviour and health combine to underpin performance and success. This will be achieved through a combination of theory, practical and laboratory sessions, and visits to relevant establishments in the equine industry. The broader professional context of client liaison and the different facets that make up the global industry are also integrated into delivery. Students will also have the opportunity to develop their practical horsemanship skills on the yard or in conjunction with the Equine Therapy Centre to expand their initial experience in ground schooling. Students' academic and vocational skills are developed through a combination of classroom, practical and industry-based delivery including attendance at workshop sessions.

In the second stage, students build on fundamental knowledge they have learned in their first stage and expand on this by exploring in more detail the key factors and principles that underpin training and make a successful performance horse. Theoretical delivery is supported by practical opportunities to develop practical competency in the skill of ground schooling a horse for rehabilitation and to engage in performance analysis across a range of physiological and biomechanical tools, as well as to critique rehabilitation practices using case studies and practical experience in the institution's Equine Therapy Centre. The period of work placement and an opportunity to take a study tour visiting a range of rehabilitation establishments is an integral part of the second year and will further develop students' understanding of the cultural differences and the dynamic nature of the equine industry.

Students will draw on our extensive industry connections to further develop their practical competency and spend time out in the equine industry through a placement year in an approved rehabilitation setting, either in the UK or overseas. This provides an excellent opportunity to apply the theory learnt to this point into practice in a real-world context and to develop valuable industry skills and contacts.

In the final stage students examine equine performance in more detail. Students are encouraged to apply theory to practice and engage in problem-based learning in classroom, seminar and practical sessions, to enhance their understanding of injury and disease, and veterinary and industry approaches to managing these to promote a successful return to competition. Students will develop their practical skill in practical

sessions to be able to show improvement in the horse and evaluate fitness. This will be complemented with workshop sessions to apply therapeutic modalities under the direction of a veterinarian or paraprofessional to develop practical competence. Case study evaluation and opportunities to view practice will facilitate critical evaluation of rehabilitation approaches used across different equestrian disciplines as well as completing their own independent research project which can be tailored to their career aspirations in the dissertation module.

The range and types of assessments will appropriately measure students' achievement of the learning outcomes. The portfolio across stage one and two will contribute to practical skill development and assessment, and enhance their recognition and development of transferable skills to support further study and support employment in the equine and allied industries. Assessments in the final stage support the development of students' intellectual skills to enable them to propose solutions to real world problems. The dissertation provides an opportunity for students to engage in a supervisor-supported independent research project, which can be tailored to support future employability or progression to post graduate study.

The programme structure is designed to produce graduates who demonstrate the following practical competences upon graduation (full breakdown of skills and guidance given in Part 6):

1. Recognise health and wellbeing status of the horse
2. Recognise and assess normal and abnormal behaviour
3. Be able to recognise pain and understand when veterinary intervention may be required
4. Be able to demonstrate safe lungeing
5. Have a knowledge of lameness and be able to say if worsening or improving
6. Be able to work the horse in its basic paces, in hand and on the long-reins
7. Be able to assess the horse and discuss its way of going, suggesting and demonstrating exercises to improve
8. Be able to select and fit equipment for specific rehabilitation requirements
9. Be able to keep effective records to monitor progress of a rehabilitation programme
10. Be able to show improvement in the horses' way of going and be confident to alter and use equipment as needed including long-reining and lungeing over poles
11. Evaluate the fitness level of the horse at the latter stages of a rehabilitation programme
12. Effectively implement Electro-Physical Agents as part of a prescribed rehabilitation programme under the direction of a veterinary surgeon or paraprofessional

At Hartpury there is a policy for a minimum average requirement of 15 hours / week contact time for a full-time student in stage one or foundation stage. This contact time encompasses a range of activities as described above. 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.

This programme will be assessed according to the approved Academic Regulations.

Students registered on this programme will have access to the Hartpury University support services. Students have access to the University Learning Centre (ULC) to support their studies.

Part 5: Learning, Teaching and Assessment

The distinctive module used by the Programme Examination Board to inform recommending differential awards for students when considering borderline performance profiles will be
Equine Rehabilitation in Practice

Professional Accrediting Body documents to which this programme is mapped and or aligned: None

Assessment Map

		Type of Assessment*							
		Coursework	Report	Portfolio	Written Examination	Practical Skills Written Test	Practical Skills Examination	Practical Skills Assessment	Oral Assessment
Core Modules Stage 0	Foundation Skills Development					A (25) In-class Test		B (75) Graduate Skills Logbook	
	Academic Skills in Practice (Internship)		B (60) Report					A (40) Practical Assessment Series	
	Reviewing Literature		A1 (20) Project Report A2 (80) Literature Review						
	Foundation Equine Studies				B (50) Written Examination				A (50) Oral Presentation
	Foundation Biological Principles					B (50) Test Series		A (50) Practical Skills Logbook	
Core Modules Stage 1	Equine Functional Anatomy					A1 (25) Test A2 (25) Test		B (50) Practical Assessment Series	
	Skills for the Equine Rehabilitation Professional	B (100) Essay						A (P/F) Practical Assessment Series	
	Management of Equestrian Facilities		B (40) Case Study Report						A (60) Group Oral Presentation with Questions with a group mark
	Equine Industry					A1 (50) Test			

						A2 (50) Test			
	Introduction to Equine Nutrition	B (50) Essay				A (50) Written Examination			
	Equine Veterinary Science								A (100) Group Oral Presentation with Questions individually marked
Core Modules Stage 2	Equine Performance and Rehabilitation	B (100) Essay							A (P/F) Practical Assessment Series
	Research Methods for Equine Science		A (50) Project Report						B (50) Practical Skills Logbook
	Professional Placement Experience in the Equestrian Sector								A (100) Practical Assessment Series
	Equine Musculoskeletal Diagnostics					B (25) Test			A (75) Practical Skills Assessment
	Introduction to Equine Performance Analysis					B (25) Test			A (75) Practical Skills Assessment
Optional Modules Stage 2	Introduction to Animal Hydrotherapy					A (100) In-Class Test			
	Equine Nutrition					A (100) Case Study Test			
	Introduction to Equine Behaviour								A (100) Oral Presentation with Questions

	Study Trip								A (100) Group Oral Presentation with Questions individually marked
Integrated placement year	Integrated Placement Year			A (100) Industry Experience Portfolio					
Core Modules Stage 3	Undergraduate Dissertation		A (100) Project Report						
	Equine Rehabilitation in Practice							B (P/F) Practical Assessment Series	A (100) Oral Presentation
	Analysis of Equine Performance							A (100) Practical Skills Assessment	
Optional Modules Stage 3	Applied Equine Biomechanics								A (100) Poster Defence
	Equine Nutrition for Performance					A (100) Case Study Test			
	Equine Ethics and Welfare								A (100) Poster Defence
	Undergraduate Independent Study		A (100) Literature Review						
	Sales, Negotiation and Customer Service								A (100) Oral Presentation with Questions

*Indicative assessment types for new students enrolling on this programme after the date this specification takes effect (Part 1) are shown in terms of either **Coursework**, **Written Examination**, or **Practical Examination** as indicated by the colour coding above.

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 they take 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 through Hartpury's website (www.hartpury.ac.uk).

Part 6 Practical Competences

Competency	Skill	Guidance (where relevant)
1.0 Recognise health and wellbeing status of the horse		
1.1	Assess a horse's static conformation and physical condition	<p>Assessment to include consideration of type, size, sex, age of the horse, and evaluate the type of work the horse is suited for</p> <p>Static conformation:</p> <ul style="list-style-type: none"> • Ageing the horse • Bone structure (length of bone / angles) • Strengths and weaknesses relating to the frame and covering muscular structure • Dividing horse into sections • How proportion and balance influence soundness and the ride <p>Physical condition:</p> <ul style="list-style-type: none"> • Condition / fat scoring • Level of fitness • Muscular development • Skin conditions (sarcoids / sweet itch / melanoma) • Hoof condition
1.2	Perform health checks on the horse	<p>To include:</p> <ul style="list-style-type: none"> • Temperature • Heart Rate • Respiration • Weight
2.0 Recognise and assess normal and abnormal behaviour		
2.1	Evaluate behavioural and environmental factors when approaching and handling horses	<p>Recognition of and minimising fear and distress in relation to:</p> <ul style="list-style-type: none"> • Relaxed • Natural instincts • Eating and drinking
2.2	Describe the signs of an unsettled horse	<ul style="list-style-type: none"> • Flight – running away • Calling – to other horses • Fidgety and agitated • Pacing and moving around • Sweating • Raised breathing
2.3	Outline the reasons a horse may become unsettled	<ul style="list-style-type: none"> • Stress • Separation from others • Unable to graze or move about freely • Anxiety • Temperature changes • Change of environment • Other horses • External factors i.e. weather conditions
3.0 Be able to recognise pain and understand when veterinary intervention may be required		

3.1	Explain the instances when a veterinary surgeon needs to be called	<ul style="list-style-type: none"> • Uncontrollable bleeding • Severe wounds • Colic • Lameness • Prolonged abnormal behaviour • Suspected contagion / Infection
3.2	Describe noticeable signs of lameness	<ul style="list-style-type: none"> • Reluctance to weight bear • Pointing a toe on a front leg • Nodding of head • Uneven hind leg movement
3.3	Describe noticeable signs of pain behaviour	<ul style="list-style-type: none"> • Recognition of behavioural characteristics • Appreciation of how behavioural characteristics change • Use of pain / grimace scale
4.0 Be able to demonstrate safe lungeing		
4.1	Select and put on appropriate lunge equipment	<ul style="list-style-type: none"> • Suitable for the exercise • Adjusted to needs and include a cavesson and side reins
4.2	Lunge a horse	<ul style="list-style-type: none"> • Confirm appropriateness of equipment and adjust if required • Put horse out on appropriately sized circle • Work the horse without side reins • Work the horse with side reins adjusting if required • Awareness of others
4.3	Maintain safe control of the horse	<ul style="list-style-type: none"> • Handler position in relationship to the horse • Balancing, tempo and appropriate forwardness of the horse • Lungeing technique • Put the horse out on an appropriately sized circle • Use of commands • Body language • Adjust equipment at the conclusion of the session • Handling equipment safely • Awareness of others
4.4	Remove lunge equipment safely	<ul style="list-style-type: none"> • Removal of side reins • Removal of cavesson whilst maintaining control of the horse • Removal of roller or saddle • Ensuring after care comfort of the horse
4.5	Analyse the effectiveness of the lungeing session	<p>All three paces</p> <ul style="list-style-type: none"> • Responsiveness to aids • Horse's performance • Own performance • Forwardness / responsiveness of aids • The way the horse is going (include tempo, balance, rhythm)
5.0 Have a knowledge of lameness and be able to say if worsening or improving		
5.1	Assess a horse's dynamic conformation	<p>Assessment to include:</p> <ul style="list-style-type: none"> • Walk in hand

		<ul style="list-style-type: none"> • Trot in hand • Turning and reversing • Flexion test (discussion only) • Lungeing for soundness (discussion only) • Quality of movement • Soundness in gait • Foot balance implications
5.2	Assess pain under the guidance of a veterinary surgeon or paraprofessional	<ul style="list-style-type: none"> • Score and evaluate pain using a validated system • Associated anxiety and behaviour
5.3	Administer first aid for a range of situations within the guidance of the law and the expertise of the student	
6.0 Be able to work the horse in its basic paces in hand and on the long reins		
6.1	Demonstrate how to use appropriate exercises for the horse whilst lunging	<ul style="list-style-type: none"> • Ground poles • Transitions through paces • Circle size • Lengthening and shortening the horse's stride
6.2	Develop an effective rapport with the horse	To include: <ul style="list-style-type: none"> • Manner with the horse • Effectiveness of aids • Control and influence over horse's way of going • Empathy with the horse's need
6.3	Demonstrate and explain the use of long reining	Use to include: <ul style="list-style-type: none"> • Different types of long reining • Use for young horses • Use for experienced horses • Process of introducing long reining to a horse
6.4	Maintain health, safety and welfare of horse, self and others at all times	Health, safety and welfare in relation to: <ul style="list-style-type: none"> • Use of schooling area • Awareness of space and other users • Horse fitness and level of education • Checking tack for safety • Leading the horse • Lunging the horse • Lunging with poles
7.0 Be able to assess the horse and discuss its way of going, suggesting and demonstrating exercises to improve		
7.1	Demonstrate and explain how to progress a horse's training using lunging	<ul style="list-style-type: none"> • Ground poles • Transitions through paces • Circle size • Lengthening and shortening the horse's stride
7.2	Utilise a range of exercises to improve the horse's way of going	<ul style="list-style-type: none"> • Adjust equipment to improve the horse's performance • Work the horse through changes of pace and stride length • Progress the horse's responsiveness to aids • Use of transitions



		<ul style="list-style-type: none"> • Adjust circle size
8.0 Be able to select and fit equipment for specific rehabilitation requirements		
8.1	Demonstrate and evaluate the use of a range of training aids for lunging	<p>Range = 2 or more Training aids may include:</p> <ul style="list-style-type: none"> • Side reins (variation of positions) • Pessoa • Whittaker • Chambon • Harbridge
8.2	Assess and evaluate the horse's way of going	<p>Way of going to include:</p> <ul style="list-style-type: none"> • Informed observation of the horse working in walk, trot and canter • Comparison of way of going on both reins • With and without selected training aid
9.0 Be able to keep effective records to monitor progress of a rehabilitation programme		
9.1	Keep records in accordance with the Data Protection Act (2018) and be able to describe the relevance of General Data Protection Regulation (GDPR)	<ul style="list-style-type: none"> • Accurately update records on a suitable template understandable to all relevant parties • Understand the professional and legal obligation to keep an accurate record of interaction with clients/patients
9.2	Prepare accurate clinical and client records and maintain detailed records of client/patient interactions	<p>Written records should be:</p> <ul style="list-style-type: none"> • legible and written in permanent ink • include date and time of interaction • signed at the end of each entry
9.3	Communicate effectively in a professional manner with owners, the public, veterinary surgeons and paraprofessionals, using language appropriate to the audience concerned	<ul style="list-style-type: none"> • Appropriate awareness and use of body language • Ability to orally communicate and influence effectively
10.0 Be able to show improvement in the horses' way of going and be confident to alter and use equipment as needed including long reining and lunging over poles		
10.1	Demonstrate techniques appropriate for the horse	<p>Techniques to include:</p> <ul style="list-style-type: none"> • Handling of equipment • Stance, authority • Appropriate circle size • Side reins attached appropriately • Working at relevant rhythm and tempo • Work over poles (as appropriate) • Developing balance
10.2	Evaluate the effectiveness of the session	<p>May include:</p> <ul style="list-style-type: none"> • Reflection on the content of session • Logical sequence and timing • Debate of effectiveness of exercises chosen

		<ul style="list-style-type: none"> • Identify strategies to improve personal performance • Identify effective techniques use
10.3	Develop a plan for progression	Plan to include: <ul style="list-style-type: none"> • Identify areas for improvement • Consider progression for future sessions for the development of the horse
11.0 Evaluate the fitness level of the horse at later stage of a rehabilitation programme		
11.1	Measure recovery and explain monitoring principles for 24 – 48 hours post training	<ul style="list-style-type: none"> • Be able to measure HR (in the stationary and exercising horse) and • Be able to measure Respiratory Rate (stationary horse) • Be able to evaluate for pain behaviour during exercise
11.2	Demonstrate and explain how parameters such as duration, distance, speed and intensity can be measured	<ul style="list-style-type: none"> • Utilise performance analysis equipment • Be able to interpret performance analysis software • Understand and use current biomechanical measurements
11.3	Explain principle of undertraining and overtraining and how this relates to rehabilitation	
11.4	Explain adaptation to exercise and how to progress / regress exercise programme	
12.0 Effectively implement Electro-Physical Agents* as part of a prescribed rehabilitation programme under the direction of a veterinary surgeon or para professional		
12.1	Understand the rationale for selection of specific modalities	
12.2	Explain contra-indications and precautions of therapeutic modalities	
12.3	Be able to operate equipment select prescribed parameters and any associated such as ultrasound gel	
12.4	Apply the modality considering horse and own positioning in relation to equipment and factors such as electricity supply.	
12.5	Explain how the modality can be safely removed if required and report on adverse reactions.	
<p>* Electrophysical agents (EPAs) are those modalities that administer thermal, mechanical, electrical or light energy to the patient to provide physiological effects and therapeutic benefits. They are primarily used in physiotherapy practice as an adjunct to other treatment and management techniques.</p> <p>eg laser, ultrasound, TENS/NMES, PEME</p>		


Approved Programme Amendment Log

Primary Programme Title:	BSc (Hons) Equine Performance and Rehabilitation with Integrated Placement Year
Programme Code:	BSHEEPRX
Initial Approval Date:	30 April 2020

Changes: *Most recent at the top of the page*


Current version number: 4.1	
Outline Change Details: Parts 3, 4 and 5: Stage 2 / Level 5 optional module HANV68-15-5 Introduction to Hydrotherapy module name changed to Introduction to Animal Hydrotherapy. Part 5: Assessment Map updated to reflect amendment to Stage 2 / Level 5 optional module Introduction to Animal Hydrotherapy (Component B – Oral Presentation– removed).	
Do the changes presented alter the mapping against the Hartpury University Curriculum Framework (delete as appropriate)? Yes/No	
If yes, please provide the details of the changes:	
Material Alteration: Yes and is accompanied by the relevant course information document.	
Rationale: Changes in the Programme Assessment Map to accurately reflect the changes to the individual modules, which were made to improve students' experience and reduce their workload throughout the year.	
Change requested by: Bozena Zaleska I can confirm that student representatives have been consulted about this change I can confirm that colleagues impacted by this change have been consulted I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report	
Signature: 	Date: 05/07/2023
Name of Head of Department: Catherine Porter I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department	
Signature: 	Date: 05/07/23
Approval Committee and Date:	CVC 2023 07 19
Change approved with effect from:	01 September 2023
Resulting new version number:	4.2 (2021 intake onwards)

Current version number: 4.0	
Outline Change Details: Updated Assessment Map to reflect changes to module assessment for: Equine Industry; Introduction to Equine Performance Analysis; and Analysis of Equine Performance.	
Do the changes presented alter the mapping against the Hartpury University Curriculum Framework (delete as appropriate)? No	
If yes, please provide the details of the changes:	
Material Alteration: Yes and is accompanied by the relevant course information document.	

Rationale: to update assessment map on the programme in line with changes to module specification which has been driven by looking to improve student engagement and experience with module.	
Change requested by: Rachel Collins I can confirm that student representatives have been consulted about this change I can confirm that colleagues impacted by this change have been consulted I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report	
Signature: R Collins	Date: 23/2/23
Name of Head of Department: Catherine Porter I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department;	
Signature: 	Date: 30/03/2023
Approval Committee and Date:	CVC Chair's action 2023 03 30
Change approved with effect from:	01 September 2023
Resulting new version number:	4.1 (2021 intake onwards)

19/12/2022 – correction of typographical error

Part 1: interim awards - BSc Equine Performance and Rehabilitation with integrated placement year added, as previously omitted in error.

Current version number: 3.0	
Outline Change Details: Parts 3, 4 and 5: HEQVGM-15-6 Applied Equine Biomechanics added as optional module. Assessment Map updated to reflect change in assessment type for Professional Placement Experience in the Equestrian Sector (from an Industry Experience Portfolio to a Practical Assessment Series).	
Material Alteration: No	
Rationale: To support the development and progression of Equine Biomechanics into level 6 study.	
Change requested by: Victoria Walker I can confirm that student representatives have been consulted about this change I can confirm that colleagues impacted by this change have been consulted I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report	
Signature: V. Walker	Date: 31/10/2022
Name of Head of Department: Catherine Porter I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department;	
Signature: 	Date: 31/10/2022
Approval Committee and Date:	CVC 2022 11 24
Change approved with effect from:	01 September 2023
Resulting new version number:	4.0 (2021 intake onwards)

22/08/2022 Typographic error in the interim award requirements- code for Undergraduate Dissertation was listed incorrectly.

Current version number: 2.0	
Outline Change Details: 1. Programme Transferred onto new Programme Specification within the guidance given for each section and all module assessment terminology updated in line with Refresh	

<ol style="list-style-type: none"> 2. Research Methods for Equine Sciences replaces Undergraduate Research Process at level 5 3. Name change for Equine Diagnostics and Therapy HEQXR9-15-5 to Equine Musculoskeletal Diagnostics and change in assessment type to case study report from previous exam. 4. New module Professional Placement Experience in the Equestrian Sector HEQVJR-15-5 to replace Professional Placement Experience HSPVK5-15-5 5. Optional module Business Management for the Equine Industry replaced with Sales, Negotiation and Customer Service at level 6 6. Two learning outcomes updated to make the links to wellbeing and inclusivity explicit 7. Part 3 - Programme Structure: module code for Undergraduate Dissertation changed from HANV3R-45-6 to HEQVKT-45-6, in line with module amendments. 	
Material Alteration: Yes and is accompanied by the relevant course information document.	
Rationale: Changes in line with Refresh and re-validation of existing Equine programmes	
Change requested by: Vicki Walker I can confirm that student representatives have been consulted about this change I can confirm that colleagues impacted by this change have been consulted I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report	
Signature:	V. Walker Date: 03/12/2021
Name of Head of Department: Catherine Porter I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department;	
Signature:	 Date: 07/12/2021
Approval Committee and Date:	Curriculum Validation Committee Chair's Action 2022 05 18
Change approved with effect from:	01 September 2022
Resulting new version number:	3.0

Current version number: 1.3
Outline Change Details: Parts 1 and 3: Foundation interim award updated to Higher Education Foundation Certificate in Academic Skills. Parts 3 and 6 updated in line with module amendments at Foundation Year: HANVG4-15-3 Foundation Skills Development Module code changed from HANV8A-30-3 to HANVG4-15-3 - reduced to 15 credits. Assessment component A changed from written exam to in class test. HANVFE-30-3 Foundation Equine Studies Module code changed from HANV8H-15-3 to HANVFE-30-3 - increased to 30 credits. Assessment component B changed from in class test to written examination. Part 1: UCAS code added for Foundation Year: DN38
Material Alteration: Yes
Rationale: Interim award - after a review of the interim award titles, it was agreed this revised title provided better clarity. Modules at Foundation stage updated to reflect module changes; modules amended in response to students' request for more subject specific content in the Foundation year second semester.
Change requested by: Dr Hieke Brown <input checked="" type="checkbox"/> I can confirm that student representatives have been consulted about this change <input checked="" type="checkbox"/> I can confirm that colleagues impacted by this change have been consulted <input checked="" type="checkbox"/> I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report

Signature: <i>Dr Hicke Brown</i>		Date: 04/03/2021
Name of Head of Department: Catherine Porter I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department		
Signature: <i>C Porter</i>		Date: 23/03/2021
Approval Committee and Date:	CVC Chair's action 2021 04 26	
Change approved with effect from:	01 September 2021	
Resulting new version number:	2.0 (2021 intake onwards)	

Current version number: 1.1	
Outline Change Details: Parts 3, 4, 5 & 6: Module HANVK6-15-5 name changed from Year Work Placement to Integrated Placement Year, in line with module amendment. Part 6: assessment for component A of module HANV8E-30-3 Foundation Biological Principles amended from practical exam to practical skills assessment in line with module amendment.	
Material Alteration: Yes	
Rationale: to ensure accuracy	
Change requested by: CVC n/a I can confirm that student representatives have been consulted about this change n/a I can confirm that colleagues impacted by this change have been consulted n/a I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report	
Date: 30/07/2020	
Approval Committee and Date:	CVC Chair's action 2020 08 13
Change approved with effect from:	1 September 2020
Resulting new version number:	1.3 (intakes 2021+)

Material Alteration: Yes and is accompanied by the relevant course information sheets.	
Rationale: There is currently no legal protection or role for an equine 'therapist' and as such consultation with the higher and further education teams, industry experts, existing and potential students have supported. The strategic direction for Equine coincides with a will to drive the industry forward in terms of standards and graduate destinations. The move away from the term 'therapy' towards rehabilitation and enables students to develop forward thinking, novel scientific approaches alongside a transferable skillset to enable them to stand out upon graduation.	
Change requested by: Catherine Porter I can confirm that student representatives have been consulted about this change I can confirm that colleagues impacted by this change have been consulted I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report	
Signature:	
Date: 08/01/20	
Name of Head of Department: Catherine Porter I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department	
Signature:	
Date: 08/01/2020	
Approval Committee and Date:	30 April 2020
Change approved with effect from:	01 September 2021
Resulting new version number:	1.1