

Programme Specification

Part 1: Basic Data			
Primary Programme Title	BSc (Hons) Equine Performance and Coaching		
Target Award Titles	Mode and Typical Duration of Study	Professional Accrediting Body Links	Study Abroad / Exchange / Credit Recognition
BSc (Hons) Equine Performance and Coaching	Stage 0 entry: Full time 4 years Stage 1 entry: Full time, 3 years Part time, 6 years	None	None
BSc (Hons) Equine Performance and Coaching with integrated placement year	Stage 0 entry: Full time 5 years Stage 1 entry: Full time, 4 years Part time, 7 years	None	None
Interim Award Titles	BSc Equine Performance and Coaching BSc Equine Performance and Coaching with integrated placement year FdSc Equine Performance and Coaching FdSc Equine Performance and Welfare Diploma of Higher Education in Equine Studies Certificate of Higher Education in Equine Studies Undergraduate Certificate in Equine Studies Undergraduate Award in Equine Studies Higher Education Foundation Certificate in Academic Skills Higher Education Foundation Award in Academic Skills		
Teaching Delivery Method	On-site		
Awarding Institution	Hartpury University		
Teaching Institution	Hartpury University		
Delivery Location	Hartpury		
Department Responsible for Programme	Equine		
Unit-E Code	BSHEEPCX		
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 December 2025	Due for Re-validation By	01 September 2031
Amendment Approval Date	V1.1 - 28 July 2026	Approved With Effect From	V1.1 – 01 September 2026

Part 1: Basic Data			
Professional Accrediting Body Approval Date	N/A	Date For Re-accreditation	N/A
Version	1.1		

Part 2: Programme Overview

BSc (Hons) Equine Performance and Coaching graduates have a personal coaching philosophy grounded in reflection on both practice and self, contextualised to the needs of equestrian and equine athletes. They are optimally placed to positively influence the equine industry as equestrian coaches, with a solid underpinning in coaching theory which they can practically apply to a range of coaching scenarios. Graduates have an applied understanding of equitation science, enabling them to educate horse riders and owners in the use of evidence-based welfare-centric training methods and principles. Graduates are able to constructively challenge current practices, communicate information to athletes and clients that they encounter and explore new concepts, in order to safeguard the horse and rider. Graduates appreciate the complexities involved in facilitating human behaviour change and communicate challenging topics to a range of audiences effectively. They also have transferable skills including creativity, digital literacy, collaboration, and group work, enabling them to work effectively in multidisciplinary and professional environments.

BSc (Hons) Equine Performance and Coaching with integrated placement year graduates have a personal coaching philosophy grounded in reflection on both practice and self, contextualised to the needs of equestrian and equine athletes. They are optimally placed to positively influence the equine industry as equestrian coaches, with a solid underpinning in coaching theory which they can practically apply to a range of coaching scenarios. Graduates have an applied understanding of equitation science, enabling them to educate horse riders and owners in the use of evidence-based welfare-centric training methods and principles. Graduates are able to constructively challenge current practices, communicate information to athletes and clients that they encounter and explore new concepts, in order to safeguard the horse and rider. Graduates appreciate the complexities involved in facilitating human behaviour change and communicate challenging topics to a range of audiences effectively. They also have transferable skills including creativity, digital literacy, collaboration, and group work, enabling them to work effectively in multidisciplinary and professional environments. Graduates have practical experience in industry, including applying evidence-based methods, communicating effectively, and promoting optimal performance and wellbeing, enabling them to translate theory into practice for positive outcomes with clients.

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

+ core modules marked + are not eligible for compensation

¹ these modules are accredited by a professional awarding body, but are not subject to variant regulations

^{AV} these modules are subject to additional and variant regulations but are not accredited by a professional awarding body

	Core Modules	Optional Modules	Target and Interim Awards
Stage 0	HANVQX-15-3 Academic Literacy for University Studies HANVQK-30-3 Biological Principles for Land-Based Scientists HEQVSC-30-3 Equine Studies HANVRR-15-3 Exploring Current Concepts HANVRD-30-3 Professional Development in Practice	None	<u>Higher Education Foundation Award in Academic Skills</u> <u>Higher Education Foundation Certificate in Academic Skills</u>
	To progress to stage 1 you must achieve at least 90 credits.		
Stage 1	HEQVVU-30-4 + Equestrian Coaching and Teaching Portfolio (Theory) HEQVL3-30-4 Equestrian Practice HEQXNK-15-4 Equine Industry HEQVP9-15-4 Equine Structure and Function HEQVXK-30-4 Equitation for Coaches	None	<u>Undergraduate Award in Equine Studies</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 and have achieved the criteria for BHS RPEL in Equine Structure and Function, Equitation for Coaches, and Equestrian Practice.		
Stage 2	HEQVU3-30-5 + Equestrian Coaching and Teaching Portfolio (Pedagogy) HEQVX9-15-5 Equestrian Research Methods HEQVXM-30-5 Equine Performance, Fitness and Training HEQVXC-30-5 Evidence-Based Equine Management HEQVXQ-15-5 Welfare for All in the Equestrian Industry	None	<u>Diploma of Higher Education in Equine Studies</u> <u>FdSc Equine Performance and Welfare</u> This must include HEQVL3-30-4 Equestrian Practice, and HEQVXC-30-5 Evidence-Based Equine Management. <u>FdSc Equine Performance and Coaching</u> This must include HEQVL3-30-4 Equestrian Practice, HEQVVU-30-4 Equestrian Coaching and Teaching Portfolio (Theory), HEQVXC-30-5 Evidence-Based Equine Management, and HEQVU3-30-5 Equestrian Coaching and Teaching Portfolio (Pedagogy).
Placement year Optional	HANVK6-15-5 Integrated Placement Year		
	To progress to stage 3 you must achieve at least 210 credits.		
Stage 3	HEQVXP-15-6 Applied Business Management HEQVUF-30-6 + Equestrian Coaching and Teaching Portfolio (Reflection) HEQVYF-15-6 Equestrian Culture HEQVY3-15-6 Optimising Rider Performance for Equine Welfare HEQVKT-45-6 Undergraduate Dissertation	None	<u>BSc Equine Performance and Coaching</u> <u>BSc Equine Performance and Coaching with integrated placement year</u> This must include HANVK6-15-5 Integrated Placement Year. <u>BSc (Hons) Equine Performance and Coaching</u> This must include all core modules. <u>BSc (Hons) Equine Performance and Coaching with integrated placement year</u> This must include all core modules and HANVK6-15-5 Integrated Placement Year.

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.

	Equestrian Practice	Equitation for Coaches	Equestrian Coaching and Teaching Portfolio (Theory)	Equine Structure and Function	Equine Industry	Evidence-Based Equine Management	Equine Performance, Fitness and Training	Equestrian Coaching and Teaching Portfolio (Pedagogy)	Equestrian Research Methods	Welfare for All in the Equestrian Industry	Applied Business Management	Equestrian Coaching and Teaching Portfolio (Reflection)	Equestrian Culture	Optimising Rider Performance for Equine Welfare	Undergraduate Dissertation
Learning Outcomes:															
A) Knowledge and Understanding of:															
1. Coaching pedagogy across a range of equestrian contexts.			A					A				A			
2. Evidence-based practice to facilitate optimal horse and rider management and welfare.			B	A		A	B			A				A	
3. Application of equitation science and learning theory to training and performance.		A	B			B	A	B							
4. Challenges and principles relating to sustainability, responsible practice, and the ethical use of the horse in equestrian sport.					A					B		B	A		
5. Key policies, strategies, regulations, and business practices governing the equestrian industry globally, and their relevance to professional coaching practice.	B	B			A					B	A		A		

B) Intellectual Skills															
1. Critically evaluate current issues, research and innovations in equestrian coaching and performance.								B				A	A	A	A
2. Critically reflect on personal coaching practice to develop a coaching philosophy.			B					A				A	B		
3. Critically evaluate ethical dilemmas in equestrian coaching, and apply ethical reasoning to complex scenarios, using judgement to uphold horse and rider welfare, professional standards and responsible practice.								B				A	A		
4. Integrate interdisciplinary perspectives to address complex problems in equestrian coaching and performance contexts.			B			B		A		A		A	A	A	
5. Critically appraise athlete management strategies to build and maintain positive professional relationships.			B					B				A		B	
C) Performance and Practice															
1. Demonstrate inclusivity and welfare-centric coaching philosophies that safeguard both horse and rider.			B					A		B		B			
2. Plan, deliver, and evaluate coaching sessions, applying skill acquisition, motor learning and performance optimisation principles.			A	B				A				B			
3. Deploy accurately established techniques of analysis and enquiry to fitness, biomechanical and behavioural assessment tools to support rider and horse development.			B				A	B	A	A		B		A	
4. Evidence routine engagement with appropriate continued professional development.	B		A			B		A				A			
5. Communicate effectively with diverse stakeholders in professional equestrian contexts.	B		B			A		A			B	B	A	B	
6. Work collaboratively with peers, industry stakeholders, and multidisciplinary teams to achieve outcomes that promote equine welfare and ethical practice.	B		B			B	A	A				A			
7. Demonstrate safe, ethical and professional practice across equestrian settings, upholding industry standards.	A	A	A			B		A				A			

8. Apply digital tools and research methods to collect, analyse and interpret data, including data visualisation and modelling, to support evidence-informed decision-making and professional communication.							B		A						A
D) Setting, Personal and Enabling Skills															
1. Conduct systematic academic research to investigate industry-relevant questions, underpin best practice, and inform evidence-based equine performance and coaching.						B			A			A			A
2. Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.			A			A	A	A			A	A			A
3. Initiate, manage, execute and critically evaluate independent or collaborative projects, demonstrating organisation, initiative, and professional accountability in equine contexts.									A			B			A
4. Apply evidence-based problem-solving strategies to complex equine performance, coaching and welfare scenarios, integrating ethical judgement and professional reasoning.						B		A		B		A	A	A	A
5. Adopt a reflective approach to personal effectiveness, professional development and wellbeing.	A		A			A		A		B		A	A		

Part 5: Learning, Teaching and Assessment

Learning, Teaching and Assessment Journey:

The BSc (Hons) Equine Performance and Coaching programme is designed around a coherent learning journey that integrates active pedagogy, reflective practice and authentic coaching experiences. Scheduled teaching, independent study and industry placements are combined to enable students to develop both the knowledge and the applied skills necessary to become effective, evidence-informed equestrian coaches. The programme emphasises the continual development of practical coaching competence, encouraging students to connect theory with practice across multiple equestrian disciplines and client populations. Teaching is delivered through lectures, workshops, practical coaching sessions, seminars, laboratory- and computer-based tasks, study visits, and placements, with opportunities for interdisciplinary and international learning. Students are supported to adopt a reflective, evidence-based approach, developing confidence to influence professional practice, and are guided by an academic personal tutor throughout their studies.

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 professional development activities enabling a student to put their skills into practice and develop an early appreciation of employment opportunities and attributes necessary for enhanced employability. 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 of HE level study. Within the Foundation stage students are supported to adjust to studying at University through induction and embedded academic personal tutoring activities that facilitate the development of skills essential to academic study and professional success.

Stage One focuses on establishing practical and academic foundations, combining theoretical content, laboratory tasks, and hands-on coaching practice. Students engage with practical horsemanship, ridden and handling skills, and introductory coaching activities, supported by applied sessions and industry visits. Pedagogical approaches emphasise experiential learning, reflection, and active engagement, helping students understand the connection between equitation science, human learning, and coaching effectiveness from the outset.

Stage Two builds on this foundation, encouraging students to critically engage with the factors underpinning equine performance and coaching. Students deepen their applied skills through workshops in coaching practice, equine and human welfare assessment, fitness and movement evaluation, and case study analysis. Placement experiences and practical tasks provide opportunities to apply interdisciplinary knowledge in authentic contexts, appreciate cultural and contextual variation across the equine industry, and develop professional confidence. Active learning strategies, including problem-based tasks, peer coaching, and guided reflection, support the development of employability and transferable skills.

During the optional placement year, students extend their practical and professional development in real-world industry settings, applying theoretical understanding while cultivating professional networks, adaptability, and reflective practice.

Part 5: Learning, Teaching and Assessment

Stage Three adopts an increasingly student-centred, problem- and case-based pedagogy, encouraging independent thinking and critical engagement. Seminars, debates and advanced coaching evaluations challenge students to navigate complex coaching and performance contexts, while developing leadership, reflexivity, and research literacy. The independent research project allows students to apply robust research methods to address real-world equestrian performance or coaching challenges, supporting both academic progression and employability.

Assessment is closely aligned with the programme's pedagogical approach, providing opportunities for students to demonstrate practical competence, reflective thinking, and evidence-informed decision making. Early-stage assessments emphasise foundational skills and applied coaching, while later stages prioritise analytical, evaluative, and professional communication abilities. Portfolios and reflective assessments encourage ongoing development, integrating theory and practice to foster lifelong learning. Collectively, the assessment strategy ensures graduates are prepared to operate effectively, ethically, and innovatively within diverse equestrian coaching environments.

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.

The distinctive module used by the Programme Examination Board to inform recommending differential awards for students when considering borderline performance profiles will be:
Equestrian Coaching and Teaching Portfolio (Reflection)

Professional Accrediting Body documents to which this programme is mapped and or aligned:
British Horse Society Stage 2 Syllabus

Assessment Map									
		Type of Assessment*							
		Coursework	Report	Portfolio	Written Examination	Written Test	Practical Skills Examination	Practical Skills Assessment	Oral Assessment
Core Modules Stage 0	Academic Literacy for University Studies							A (100) Graduate Skills Logbook	
	Professional Development in Practice			A (100) Industry Experience Portfolio					
	Exploring Current Concepts	A1 (20) Coursework A2 (80) Essay Based on Case Study							
	Equine Studies				A (50) Written Examination				B (50) Group Oral Presentation with Questions, individually marked
	Biological Principles for Land-Based Scientists					B (50) Test Series		A (50) Practical Skills Logbook	
Core Modules Stage 1	Equestrian Practice							A (100) Practical Skills Logbook	
	Equitation for Coaches	B (40) Coursework						A (60) Practical Skills Assessment	

	Equestrian Coaching and Teaching Portfolio (Theory)			B (50) Coursework Portfolio					A (50) Oral Presentation
	Equine Structure and Function					A (100) Test Series			
	Equine Industry	B (50) Poster Coursework				A (50) Test			
Core Modules Stage 2	Evidence-Based Equine Management	B (30) Coursework		A (70) Coursework Portfolio					
	Equine Performance, Fitness and Training	B (50) Coursework							A (50) Group Presentation with Questions, individually marked
	Equestrian Coaching and Teaching Portfolio (Pedagogy)			B (60) Coursework Portfolio			A (40) Practical Examination		
	Equestrian Research Methods		A (100) Project Report						
	Welfare for All in the Equestrian Industry								A (100) Poster Defence

Integrated Placement Year	Integrated Placement Year			A (100) Industry Experience Portfolio					
Core Modules Stage 3	Undergraduate Dissertation		A (100) Project Report						
	Equestrian Coaching and Teaching Portfolio (Reflection)			B (50) Coursework Portfolio					A (50) Oral Assessment
	Equestrian Culture							A (100) Practical Skills Assessment	
	Optimising Rider Performance for Equine Welfare		A (100) Case Study Report						
	Applied Business Management								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).

Approved Programme Amendment Log

Primary Programme Title:	BSc (Hons) Equine Performance and Coaching
Programme Code:	BSHEEPCX
Initial Approval Date:	18 December 2025

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

Current version number: 1.0	
Outline Change Details: Part 5: Assessment Map – updated to reflect change of assessment to Level 4 module Equine Industry, from A2 Test removed, B (50) Poster Coursework added.	
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: No	
Rationale: To ensure accuracy following module amendment: the assessment has been changed to a format that is more aligned with current professional practice.	
Change requested by: Sarah Todd 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: 24.7.26
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: 28/07/26
Approval Committee and Date:	CVC action 2026 07 28 (from CVC 2026 07 16)
Change approved with effect from:	01 September 2026
Resulting new version number:	1.1

Outline Change Details: New programme.	
Approval Committee and Date:	CVC Chair's action 2025 12 18 (from CVC 2025 11 25)
Change approved with effect from:	01 September 2026
Resulting new version number:	1.0