# The Royal Agricultural University

# Programme Specification:

## BSc (Hons) International Equine and Agricultural Business Management

### 2023-24

**PROGRAMME SPECIFICATION [ACADEMIC YEAR 2023/24]**

This Programme Specification is designed for prospective students, current students, academic staff and potential employers.  It provides a concise summary of the main features of the programme and the intended 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 teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Module descriptors.

## Section 1     Material Programme Information

| | |
|---|---|
| Validating body | The Royal Agricultural University |
| Teaching Institution | The Royal Agricultural University |
| School | School of Equine Management and Science |
| Entry Award(s) | BSc (Hons) International Equine and Agricultural Business Management<br>BSc (Hons) International Equine and Agricultural Business Management with<br>Placement Year |
| Final Award and exit route(s) | BSc (Hons) International Equine and Agricultural Business Management<br>BSc (Hons) International Equine and Agricultural Business Management with Placement Year<br>DipHE International Equine and Agricultural Business Management<br>CertHE International Equine and Agricultural Business Management with Placement Year |
| Programme title | International Equine and Agricultural Business Management |
| Location(s) of study | The Royal Agricultural University |
| Mode of study | Full time | 3 Years<br>4 Years | Part-time | 6 Years<br>8 Years |
| Language of study | English |
| Programme start month | September |
| Period of validation | 2016 - 2024 |
| Name of Professional, Statutory or Regulatory Body | Not applicable |
| Type of Accreditation | Not applicable |
| Accreditation due for renewal | Not applicable |
| | GCSE minimum five GCSEs at Grade C/4 including English Language and Mathematics (or Maths Numeracy for Welsh applicants) plus satisfactory level 3 qualifications:<br><br>A-Level: (Example grades BCC) – minimum of 104 UCAS tariff points across three A-Levels or equivalent qualifications – recommended one science subject<br>• C&G Advanced Technical/BTEC – Level 3 Extended Diploma (1080) at Distinction-Merit-Merit<br>• C&G NPTC/C&G Advanced Technical/BTEC – Level 3 Diploma (720), Extended Certificate (360) and 90-Credit Diploma (540) acceptable when accompanied by other Level 3 qualifications<br>• International Baccalaureate: 26 points<br>• Access to Higher Education: 45 credits at level 3, of which 21 must be awarded at Distinction and 15 at Merit or higher. (Pass at Functional Skills level 2 are accepted in lieu of GCSE English & Mathematics)<br>• A period of relevant practical experience is also highly recommended |
| UCAS Code | DN42 |

| Quercus Code | EF/EP/EF |
|---|---|
| HECoS Code | 100519 – Equine Studies, 100516 – Agricultural Sciences |
| QAA Subject Benchmark Statement(s) and other reference points | QAA Honours Degree Subject Benchmark Statement for Agriculture, Horticulture, Forestry, Food and Consumer Sciences<br>QAA Subject Benchmark Statements |
| Academic level on Framework for Higher Education Qualifications (FHEQ) | Level 4, 5 and 6 |
| Approval at AQSC | 2019 |

## Section 2    Programme structure

The structure of all University awards complies with the University's Academic Regulations for Taught Programmes which includes information about the:
- Rules for progression between the stages of a programme;
- Consequences of failure for referrals, compensation and exist awards;
- Calculation and classification of awards.

### BSc (Hons) International Equine and Agricultural Business Management (360 credits)

The accumulation of credits to include a minimum of 120 credits at Level 6 and a maximum of 120 credits at Level 4, through the assessment of taught modules as detailed below.

| Module code | Module title | Level | Credit value | Core/ Elective | Semester |
|---|---|---|---|---|---|
| **Level 4** | | | | | |
| 1415 | Global Business Environment | 4 | 15 | Core | 1 |
| 1441 | Applied Animal Science | 4 | 15 | Core | 1 |
| 1400 | Developing Academic Skills | 4 | 15 | Core | 1 |
| 1443 | Business Finance and Accounts | 4 | 15 | Core | 1 |
| 1007 | Soil and Environmental Science | 4 | 15 | Core | 2 |
| 1325 | Introduction to the Agri-Food Industry | 4 | 15 | Core | 2 |
| 1248 | Equine Bioveterinary Science 1 | 4 | 15 | Core | 2 |
| 1010 | Equine Industry | 4 | 15 | Core | 2 |
| **Level 5** | | | | | |
| 2069 | Rural Business Enterprise | 5 | 15 | Core | 1 |
| 2019 | Farm Enterprise Management | 5 | 15 | Core | 1 |
| 2032 | Marketing Management | 5 | 15 | Core | 1 |
| 2337 | Personal and Professional Development Skills and Employability | 5 | 15 | Core | 1 |
| 2166 | Equine Business Finance and Taxation | 5 | 15 | Core | 2 |
| 2378 | Research and Evidence | 5 | 15 | Core | 2 |
| 2317 | Industry Placement Module | 5 | 15 | Core | 2 |

| 2253 | Equine Bioveterinary Science 2 | 5 | 15 | Elective | 1 |
|---|---|---|---|---|---|
| 2254 | Equine Nutrition and Training | 5 | 15 | Elective | 2 |

| Placement Year (studied after Year 2 of the programme) | | | | | |
|---|---|---|---|---|---|
| PPY | Professional placement year | 5 | 120 | Core | 1+2 |

| Level 6 | | | | | |
|---|---|---|---|---|---|
| 3300 | Research Project/Dissertation | 6 | 30 | Core | 1+2 |
| 3332 | Specialist Study | 6 | 15 | Core | 1 |
| 3036 | Advanced Equine Business Management | 6 | 15 | Core | 1 |
| 3003 | International Equine Industry | 6 | 15 | Core | 1 |
| 3217 | Advances in Training the Equine Athlete | 6 | 15 | Elective | 1 |
| 3041 | Corporate Finance | 6 | 15 | Elective | 1 |
| 3339 | Livestock System Challenges and Solutions | 6 | 15 | Elective | 1 |
| 3317 | International Marketing | 6 | 15 | Elective | 1 |
| 3058 | Equine Behaviour and Welfare | 6 | 15 | Elective | 1 |
| 3325 | Rural Entrepreneurship | 6 | 15 | Elective | 1 |
| 3020 | Advanced Crop Production | 6 | 15 | Elective | 2 |
| 3316 | Changing Consumer Behaviour | 6 | 15 | Elective | 2 |
| 3200 | Equine Health | 6 | 15 | Elective | 2 |
| 3206 | Equine Breeding Management | 6 | 15 | Elective | 2 |
| 3242 | Negotiation in Business | 6 | 15 | Elective | 2 |
| | **Total credits: BSc (Hons) International Equine and Agricultural Business Management** | | **360** | | |
| | **Total credits: BSc (Hons) International Equine and Agricultural Business Management with Placement Year** | | **480** | | |

## Section 3    Programme overview and Programme Aims

The Programme Management Group (PMG) intends that the following capability statements will provide an overarching framework for all its graduates, and inform specific course aims and outcomes. Thus, the PMG expects that all graduates will:

(i)  apply creative, critical and compassionate thinking processes to social and organisational issues.

(ii) develop communication abilities using people, ideas, texts, media and technology.

(iii) work with, manage and lead others in ways which value their diversity and equality and which facilitates their contribution to the organisation and the wider community.

(iv) acquire and apply appropriate management, technical and practical skills and knowledge.

(v) display an ability to reflect on and learn from one's own experiences.

(vi) recognise and accept continuing learning as being central to one's capacity to realise potential.
(vii) develop, express and be able to defend personal values, beliefs and ethics.
(viii) hold a perspective which acknowledges local, national and international issues.
(ix) value a citizenship role which is connected to and responsible for the social, environmental, political and economic systems in which we live.

In relation to the above general capability statements, this programme aims to:

1. Provide a broad-based education in equine business management within an agricultural context and from both a national and an international perspective.

2. Enable students to develop intellectual, professional and transferable skills through the medium of equine, agricultural, and business studies.

3. Provide students with opportunities to develop their individual interests through choice of work placement, two final-year electives and Honours Project (dissertation) topic.

Prepare students for national and international careers through the integration of University teaching and sandwich employment experience, supplemented by study overseas.

## Section 4    Programme intended learning outcomes and learning, teaching and assessment methods

### Knowledge and Understanding

| LO no. | On successful completion of the named award, students will be able to: | Module Code/s |
|--------|------------------------------------------------------------------------|---------------|
| 1. | Knowledge of the UK and International equine industry | 1010, 2166 |
| 2. | Science and practice of equine production | 2069 |
| 3. | Agricultural science and production systems | 1325, 1007 |
| 4. | Agricultural industry and world food supply | 1325 |
| 5. | Environmental and sustainability issues in the context of agricultural and equine production | 1007 |
| 6. | Legal and political issues of equine business | 2337 |
| 7. | Business and financial management | 1415, 1443 |

### Intellectual, Professional, Key skills

| LO no. | On successful completion of the named award, students will be able to: | Module Code/s |
|--------|------------------------------------------------------------------------|---------------|

| 1. | Understand subject-specific theories, concepts and principles | 2069, 2019 |
|----|------|------|
| 2. | Reference appropriate sources | 1400, 3332 |
| 3. | Develop strategies for the appropriate selection of relevant information from wide sources and a large body of knowledge | 3332, 2337 |
| 4. | Synthesise information from a number of sources in order to obtain a coherent understanding | 3332, 3300 |
| 5. | Develop and utilise problem-solving skills | 3300 |
| 6. | Develop skills for data-handling and analysis | 2378 |
| 7. | Critical appraisal and the articulation of arguments | 2378, 3332, 3300 |

**Programme specific skills**

| LO no. | On successful completion of the named award, students will be able to: | Module Code/s |
|----|------|------|
| 1. | Understand the practical application of feeding livestock | 2254, 2019 |
| 2. | The safe use of laboratory analytical techniques and practices | 1007 |
| 3. | Draw up financial management plans | 2166 |
| 4. | Take on responsibility in a practical working situation | 2317 |
| 5. | Have an awareness of legal and ethical obligations pertaining to personnel and animals within the equine industry | 2378, 2337 |
| 6. | Visual appraisal livestock and crops | 1325, 2019 |

## Section 5    Learning and Teaching Approach

All full-time academic programmes at the RAU are constructed using a selection of modules, each of which requires engagement with a variety of learning activities. Successful completion of module assessments will result in the award of credits, and students are required to achieve a total of 120 credits for each year of a full-time programme.

The credit system is used to ensure a balanced workload across each programme, with each credit point representing a notional learning time of 10 hours of student work. Thus a 15-credit module will require a notional input of 150 hours of work, and a complete academic year of 120 credits will require 1200 hours of work, or approximately 40 hours per week.

Within this total time, students can expect to participate in formal timetabled activities; such as lectures, seminars, tutorials, practical's and visits; for approximately one third of the total time – usually around 3 hours per week for a 15-credit module studied over 12 weeks of the year. Thus the majority of module activities; such as reading around the subject, preparing for tutorials and seminars, preparing for, and completing, module

assessments and revision for, and sitting, examinations; will take place outside of these scheduled activities, but are an essential part of a student's learning journey. Learning and assessment materials are provided via a Virtual Learning Environment (VLE) called Gateway. Electronic materials are generally made available to students 48 hours in advance of the learning activity.

Students attempting to short-cut their learning activities may find themselves experiencing difficulties as each module progresses, and as the level of assumed understanding increases. Thus it is vitally important that new students establish an effective routine for their studies as soon as possible. Maintaining a balanced workload from the start of the programme will help to avoid intense periods of activity, and ensure knowledge and understanding gradually develop throughout the year in readiness for any end-of-module examination. To support students in becoming independent learners, an Academic Support Tutor (AST) is appointed for each individual. Meetings will be scheduled with the AST at the beginning of each semester.

For students enrolled on the BSc (Hons) with Placement Year students are also required to undertake a 1200 hours, ie 35 weeks @ minimum 35 hrs per week, professional placement year. The Professional Placement Year is taken between Levels 5 and 6 of the academic programme.

## Section 6    Assessment Approach

With reference to assessment strategy, the vast majority of assessment occurs via coursework rather than examinations. Coursework exercises include (but are not limited to) written essays, industry linked tasks and oral presentations. Where examinations are utilised, these are generally 'seen' scenarios whereby the paper is made available to students 2 weeks before the assessment date. Finally, for most equine specific modules, there is a single point of assessment per 15 credits. In order to ensure students are adequately prepared, formative 'practice' assessments are utilised.

|            | Level 4 | Level 5 | Level 6 |
|------------|---------|---------|---------|
| Coursework | 95%     | 95%     | 95 %    |
| Exam       | 3%      | 5%      | 5 %     |
| Practical  | 2%      | 0%      | 0 %     |

## Section 7    Course work grading and Feedback

Assessment is an integral part of the learning experience of students. All University programmes are assessed by a range of assessment activities, each developed to provide the most appropriate means of demonstrating the student's achievement of a specified learning outcome. An assessment may assess more than one learning outcome.

The University operates standard pass criteria which can be found in the RAU Academic Regulations; (paragraphs 137 – 153).

The normal basis for awards will be the overall average score in the final assessment, graded as follows:

| First Class Honours | 70% and above |
|---|---|
| Second Class Honours upper division | 60% - 69% |
| Second Class Honours lower division | 50% - 59% |
| Third Class Honours | 40% - 49% |
| Fail | 0% - 39% |

In addition to assigning a percentage mark to the work, the tutor adds comments; usually about the strengths and weaknesses of the piece as well as advice about improving the work. All assessment decisions are subject to internal moderation and external scrutiny by the programme's External Examiners. Students must ensure they retain all coursework in case the External Examiner(s) wishes to see it.

## Section 8    Placement Module (2317) and Placement Year (PPY)

### The Work Placement (2317)
In the second year of the programme, students are required to undertake a 15-week self-employment placement (or in an organisation) between end of March / early April and September of that year.
For students enrolled on the BSc (Hons) with Placement Year students are also required to undertake 120 credits (1200 hours, i.e. 35 weeks with a minimum 35 hrs per week, professional placement year. The Professional Placement Year (Module Code: PPY) is taken between Levels 5 and 6 of the academic programme from September of that year, having competed the placement requirement for 2317.

### Approval process
It is the University's responsibility to ensure that learning opportunities during a placement are appropriate. However, it is at the same time obviously desirable that students secure a self placement (or in an organisation) which is suitable for their needs as well as amenable to them. For this reason, as well as for others, the **responsibility** for developing and securing a placement rests with the individual student. However, to ensure that the University's responsibilities are carried out, all placements are subject to **approval** by the University, **in advance** of the placement commencing.

This means that no placement can be considered to be in place and accepted until such time that appropriate checks have been made, and the placement has been approved for this purpose, by the placement coordinator. Students must submit relevant details of their desired placement on the appropriate form (including dates, name of organisation, outline job description, and so on) well in advance of the placement commencing, and at least by the date laid down, to ensure that checks can be carried out, and in case subsequent difficulties emerge.

Criteria for approval will include:
- The nature and function of the placement organisation, in relation to the student's learning programme (considering the student's pathway, for example).
- The placement organisation's ability to provide appropriate learning opportunities, (which must include the likely nature of the tasks and responsibilities that students may be expected to undertake during the work-based placement)
- Whether and how the University is able to support students on placements, and;
- The extent to which the placement organisation can fulfil its responsibilities under Health & Safety legislation.

It is in the interests of students, as well as the RAU, in this approval process, if students are able to gain an outline job description indicating the likely content of the job role during the placement, and submit this for approval.

The University must be in a position to assess whether placement providers know what their responsibilities are during the period of placement learning, both in terms of the provision of learning opportunities, and in relation to their role on the assessment of students, and thus have the organisation and prospective job role approved, before any placement commences.

**The Placement Module and its role in Year 2**

The compulsory work placement module is a very important element of the Year 2 programme.  It has a large and important educational value, in terms of the ability to provide a bridge or link for the learning aims of many individual programme modules, between the formal 'academic' activities, in-university, and the specific practical work-based experience and organisational reality to which they often ultimately relate.  It is especially important in the whole programme as it represents an opportunity for students to locate their final year dissertation topic (with the agreement of the employing organisation) in a real-world organisation, and thus focus the research study on an area where empirical data-gathering is feasible.  Students are strongly encouraged to consider this aspect in advance, and discuss this with the link tutor (see below).

Failure to secure a work placement, or to submit a satisfactory report within the time scale laid down (normally mid-October in each academic year), will normally result in a failure in the 15-credit module, and thus a failure in Year 2.

The placement opportunities are generally viewed very favourably by potential employers and provide you with the chance to experience real organisational life at first hand.  It is not uncommon, in some situations, for students to find that a placement may also result in a job offer, for take-up after graduation.  It is particularly important that students undergoing placements keep alive to the possibility of using their experience as the basis for a research project in Year 3, and thus basing a dissertation on a 'real-life' organisation.

The opportunity is open to wide ranging possibilities of type of organisation, and also country of placement.  It is certainly important for students to remember the many types of organisation that may usefully provide opportunities; including those in the public and private sector, the for-profit and not-for-profit organisations, charities, co-operatives, and so on.

The Placement Coordinator is assisted by the subject Academics. Their role is specifically to provide support for students during the search process, and while the placement is underway, and he will be pleased to talk to students about possible placements. It is important for students to give thought to the placement in good time in order to arrange the best possible opportunity.

**Prior to placement**

Before placements commence, it is important that students familiarise themselves with the guidance available in the module handbook.  In particular, they must be aware of your responsibilities and rights

Responsibilities include those:
- As representatives of the University as a Higher Education Institution (as the placement provider might well be asked to offer equivalent opportunities to other students in future years)

- Towards the placement provider; their customers or clients; and to their other employees.  In effect students are acting as employed persons within the organisation, subject to the normal employer/ employee mutual obligations, to fulfil the contract of employment.
- For managing their learning & professional relationships
- For recording progress and achievements (very important in terms of the final reporting process, as documented in the module handbook and assessment brief)
- For alerting both the placement provider and the Royal Agricultural University to any problems experienced during the placement.  In the latter case, the expectation is that students maintain an ongoing communication with the University, in most cases through the designated tutor.

Students should be aware of their rights;
- To a safe working environment, with all that this entails
- To be treated in accord with the law, for example in relation to discipline and grievance issues, redundancy, and equal opportunities.

Before placements commence, all students will be called to a pre-placement advice session, to begin the process of providing them with appropriate guidance and support in preparation for, during, and after their placements.

### During placements

It is important that students keep in touch with University throughout their placement period, and for this purpose all students are allocated a tutor who will provide for liaison, and a point of contact during the placement.  This tutor will normally visit the student on at least one occasion during the period of the placement, normally before the end of July. For the PPY contact will be scheduled as; X3: 1-1 tutorial in person/online with academic teaching team 3 x 30 mins and 3 x 15 mins online interactions by placement team The purpose of the visit is to ensure that all is satisfactory from the viewpoint of both student and placement provider, to counsel all parties if difficulties emerge, and to remind students of the requirements of the reporting process required of students to fulfil the module criteria.  In some rare instances no visit will be possible, in which case alternative arrangements will be made to fulfil this function of monitoring.

The student is encouraged to keep in touch with this tutor throughout the placement period, by email or telephone as appropriate, both before and after the visit.  If all is going well a weekly email may well be sufficient.  Thus, it is crucial that all student email addresses, mobile telephone numbers, etc., that are relevant to the placement period, are recorded by University and maintained as up-to-date as possible.  However, if problems occur during placements, as sometimes happens, please ensure you make contact as soon as possible, if necessary with the Programme Manager, or the Placement Coordinator, if the link tutor is not available at the time.  Students must not wait for a visit if the problem is an urgent one.

## Section 9    Employability

This programme has been developed in conjunction with the School of Equine Management and Science Industry Advisory Council. The advisory council is comprised of industry leaders and experienced academics who oversee the design and ongoing development of equine courses. They have recommended a blend of science and industry based topics specifically tailored to produce employable graduates. Moreover, the

programme features either a 15 or 35 week placement, providing real-life experience of the working environment, which further boosts employability. Finally, we are ideally situated to provide an excellent range of visits locations such as Cheltenham Racecourse, and top local trainers such as Fergal O'Brien. Together these provide essential career networking opportunities to our students.

## Section 10    Enhancing the Quality of Learning and Teaching

The programme is subject to the University's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 6 years. This process ensures that the programme engages with the applicable national Subject Benchmarks and references the Framework for Higher Education Qualifications.

All programmes are monitored on an annual basis where consideration is given to:
- External Examiner's Reports
- Key statistics including data on retention and achievement
- Results of the Student Satisfaction Surveys
- Feedback from Student Course Representatives
- Annual Programme Monitoring