

The Royal Agricultural University

Programme Specification:

BSc (Hons) Equine Science and Business

2027-28

PROGRAMME SPECIFICATION [ACADEMIC YEAR 2027/28]

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 they take 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

Criteria	Detail
Validating body	The Royal Agricultural University
Teaching Institution	The Royal Agricultural University
Subject Area	Agricultural Science and Practice (ASP)
Entry Award(s)	BSc (Hons) Equine Science and Business BSc (Hons) Equine Science and Business (Foundation Year) BSc (Hons) Equine Science and Business (Professional Placement Year) BSc (Hons) Equine Science and Business (Top-up)
Final Award and exit route(s)	BSc (Hons) Equine Science and Business Diploma of Higher Education Equine Science and Business Certificate of Higher Education Equine Science and Business The above exit awards are available with Foundation Year and Professional Placement Year.
Programme title	BSc (Hons) Equine Science and Business
Location(s) of study	Royal Agricultural University, Cirencester
Full time study	3 years 4 years with Foundation Year or Professional Placement Year
Part-time study	6 years (Foundation Year and Professional Placement Year are not available part time)
Language of study	English
Programme start month	September
Period of validation	September 2026 to 2031
Name of Professional, Statutory or Regulatory Body	Not applicable
Type of Accreditation	Not applicable
Accreditation due for renewal	Not applicable
UCAS Code	D322 (ESB), D323 (ESBZ), D324 (ESBP)
Quercus Code	ESB
HECos Code	100519 - Equine Studies, 100518 – Animal Management
QAA Subject Benchmark Statement(s) and other reference points	Agriculture, Rural Environmental Sciences, Animal Studies, Consumer Science, Forestry, Food, Horticulture and Human Nutrition (April 2024).
Academic level on Framework for Higher Education Qualifications (FHEQ)	Level 4, 5 or 6
Approval at AQSC	08/10/2025 When printed this programme specification becomes an uncontrolled document. Please visit the RAU's website for the most up to date version of the programme specification: https://www.rau.ac.uk/courses/undergraduate-
Version	08 October 2025

Entry requirements for the BSc (this should be the standard University entry requirements unless otherwise approved by the Academic Board, and include UCAS entry profile for UG programmes and IELTS)	<p>GCSE minimum five GCSEs at Grade C/4 including English Language and Mathematics (or Maths Numeracy for Welsh applicants) plus satisfactory level 3 qualifications:</p> <p>A-Level: (Example grades BCC) – minimum of 96 UCAS tariff points across three A-Levels or equivalent qualifications – recommended one science subject</p> <ul style="list-style-type: none"> • C&G Advanced Technical/BTEC – Level 3 Extended Diploma (1080) at Distinction-Merit-Merit • 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 • International Baccalaureate: 26 points • 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) • A period of relevant practical experience is also highly recommended <p>IELTS 6.0 overall with no element below 5.5</p>
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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) Equine Science and Business (360 credits)

BSc (Hons) Equine Science and Business (Top-up) (120 credits)

BSc (Hons) Equine Science and Business with Integrate Foundation Year (480 credits)

BSc (Hons) Equine Science and Business with Professional Placement Year (480 credits)

Students enrolled to study the programme with the Integrated Foundation Year will study the following modules in their first year of study:

Level 0

Module code	Module title	Level	Credit value	Core/ Elective	Semester
0IFY20	Land-use and Management	0	20	Core	1+2
0IFY21	Countryside Evolution and Development	0	20	Core	1+2
0IFY22	Enterprise and Marketing	0	20	Core	1+2
0IFY23	Land-based Data Handling	0	20	Core	1+2
0IFY24	Food and Farming	0	20	Core	1+2
0IFY25	Developing your Skills	0	20	Core	1+2
	Total Credits: Integrated Foundation Year		120		

All students enrolled to study the BSc (Hons) Equine Science and Business with/without professional placement year will study the following modules:

Level 4

Module code	Module title	Level	Credit value	Core/ Elective	Semester
4Q001	Equine Anatomy and Physiology	4	20	Core	1+2
4Q004	Equine Health and Disease	4	20	Core	1+2
4Q005	Equine Nutrition	4	20	Core	1+2
4Q002	Equine Breeding and Genetics	4	20	Core	1+2
4Q003	Equine Business Enterprise	4	20	Core	1+2
4M002	Professional Practice and Study Skills	4	20	Core	1+2

Level 5

Module code	Module title	Level	Credit value	Core/ Elective	Semester
5M001	Industry Engagement	5	0	Core	2
5Q002	Equine Behaviour and Welfare Applications	5	20	Core	1+2
5Q005	Sustainable Forage and Turf Management	5	20	Core	1+2
5Q003	Equine Medicine	5	20	Core	1+2
5B001	Marketing Management	5	20	Core	1+2
5M002	Research and Evidence	5	20	Core	1+2
5Q004	Equine Sports Physiology	5	20	Elective	1+2

5B003	Financial Management	5	20	Elective	1+2
5A002	Livestock Husbandry	5	20	Elective	1+2

Professional Placement Year (studied after Year 2 of the programme)

Module code	Module title	Level	Credit value	Core/ Elective	Semester
PPY	Professional Placement Year	2	120	Core	1+2

Level 6

Module code	Module title	Level	Credit value	Core/ Elective	Semester
6M001	Research Project	6	40	Core	1+2
6Q001	Advances in Equine Nutrition	6	20	Core	1+2
6Q004	Equine Orthopaedics and Rehabilitation	6	20	Core	1+2
6B006	Rural Entrepreneurship	6	20	Core	1+2
6Q002	Advances in Equine Training and Performance	6	20	Elective	1+2
6B001	Changing Consumer Behaviour	6	20	Elective	1+2
6A005	Advanced Livestock Nutrition and Breeding	6	20	Elective	1+2

Total Credits: BSc (Hons) Equine Science and Business (Top-up)	120
Total Credits: BSc (Hons) Equine Science and Business	360
Total Credits: BSc (Hons) Equine Science and Business with PPY	480

Section 3 – Programme overview and Programme aims

The Equine Science and Business programme has been designed with the structure of the equine industry at the centre. The equine industry in the UK is diverse and fragmented and made up of small to medium sized enterprises (SMEs). These SMEs require graduates with a good knowledge of equine science and with core business skills. Many other providers of equine higher education offer programmes focusing upon equine science or equine business, here the two are blended to produce more rounded graduates for the equine industry. Each of these areas of the equine industry are served by a range of organisations providing goods and services, and the sport side of the industry also supports wider industries such as

leisure, tourism and hospitality. While the equine industry is separate to agriculture, it also aligns itself in many ways with regards to feed and forage production for animals and animal production, health and welfare.

The Equine Science and Business programme has therefore been designed to provide students with both equine science elements, based around our core strengths of nutrition, behaviour, exercise physiology, health and welfare, and business elements to support both the products and services sides of the industry. Developing an understanding of business structures, financial accounting and marketing provides students with an excellent foundation for the equine industry. Over the first year of the programme students will study the anatomy and physiology of the horse and how these structures and functions adapt within the equine athlete. From the structure and function of the digestive system, students will study the nutrient requirements of horses at maintenance, for the equine athlete and recent developments that link to health. Students will also study health and disease in the horse, and breeding and genetics.

When progressing to the second-year students then have an elective choice alongside the core modules. The elective choice allows for an equine sports physiology module, or a business finance module, or integrate some agriculture by studying livestock production science. The core modules students will study include equine behaviour and welfare applications, building upon the horse's anatomical structure and function to consider why horses may demonstrate behaviours and the physiology underpinning this. The programme then builds upon the first-year foundation of health and disease to consider diseased states in greater depth e.g., metabolic conditions and in-depth study of equine asthma and colic, all of which are common conditions in the horse population. Students will study Sustainable Forage and Turf Management where they will consider how to manage grasslands and produce forage from a practical but also nutritional standpoint while also considering the sustainability aspect of forage and grassland management within the equine sector. The turf management element of this module considers the equine athlete and how turf management plays a role in reducing the risk of injury on equestrian sport surfaces. The sports physiology and biomechanics module builds upon anatomy and physiology and nutrition studies from the first year but now considers exercise physiology and the nutrients required for exercise. Students will also study Marketing Management and the Research and Evidence module, readying students for the dissertation project in the final year. Students who elect Livestock Management instead of Sports Physiology and Biomechanics will focus on environmental sustainability of the production of both ruminant and non-ruminant species considering both the breeding, nutrition and management for livestock production. For students wishing to focus on business they can elect Financial Management instead of Sports Physiology and Biomechanics or Livestock Management.

In the final year the core modules are: Advances Equine Nutrition, Equine Orthopaedics and Rehabilitation, Rural Entrepreneurship alongside the dissertation. Students will choose one further module: Advances in Equine Training the performance, Changing Consumer Behaviour and Advanced Livestock Breeding and Nutrition depending on the elective choices chosen at level 5. Students undertaking the top -up programme will require a suitable FdSc or HND to underpin the top-up which is the final year of the Equine Science and Business programme.

Within the Royal Agricultural University Equine Teaching team our subject specialisms are nutrition, behaviour and welfare, health and biomechanics. The team embed their own

research and, where relevant, industry and clinical experience within teaching to provide a research-informed, cutting-edge experience. All of the team are research active which also helps support students with the dissertation project in the final year, as there are many years of experience of research and project design.

Section 4 – Programme Sustainability

The programme design considers sustainability and the UN sustainable development goals (SDGs) throughout the design of the programme. Within the equine sector some of these goals are more relevant than others due to the nature of the industry. However, the goals where possible are incorporated in the programme design.

Some examples, **(SDG5)** equestrian sport is one of the few sports where we see gender equality in competition, however this goal is explored to some extent in the industry elements of the curriculum. The leisure element of the sector aligns with good health and wellbeing **(SDG3)** and this is a broad overarching consideration for the programme. An important area for the equine sector is consideration for responsible consumption and production **(SDG12)** and this is an area which contains greater focus within this programme. As an industry we feed horses cereal grains and oil seeds some of which are imported. We also use bedding, straw, wood and other materials that are often wrapped in plastic packaging and the bedding itself could have alternative uses e.g. as fuel for heating. Therefore, as part of the programme design these issues are considered under both current issues facing the equine industry and the equine nutrition strand to the programme design. Many of the areas of the programme design also align to the life on the land goal **(SDG15)** and align with sustainable agriculture. Examples of SDG15 within the programme include the consideration of grassland for forage and turf use while considering the impact on ecosystems and the environment. Within the health and disease modules there is consideration of the effect of veterinary medicines e.g. anthelmintics on land and the ecosystems within it.

Section 5 – Programme intended learning outcomes

On successful completion of the named award, students will be able to demonstrate the following Learning Outcomes (LOs):

Knowledge and Understanding

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	Analyse equine structure, function, health and disease	Equine Anatomy and Physiology, Equine Health and Disease, Equine Sport Physiology and Biomechanics, Equine Medicine, Equine Orthopaedics and Rehabilitation
2.	Critically appraise equine nutrition, training, behaviour and welfare for a range of horses and equestrian disciplines	Equine Nutrition, Equine Behaviour and Welfare Applications, Equine Sports Physiology and Biomechanics, Sustainable Forage and Turf Management, Advances in Equine Training and Performance, Advances in Equine Nutrition
3.	Explain the structure of the equine industry and the inter-relationships between its key components	Equine Business Enterprise, Professional Practice and Study Skills Rural Entrepreneurship
4.	Appraise the equine genetic resource and understand its tailoring to market demand.	Equine Breeding and Genetics
5.	Explain the business environment as applied to the equine industry	Equine Business Enterprise, Professional Practice and Study Skills Marketing Management Rural Entrepreneurship

Intellectual, Professional, Key skills

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	Critically evaluate information from a wide range of appropriate resources	Dissertation, Advances in Equine Nutrition
2.	Synthesise information from a number of sources to problem solve theoretical concepts	Dissertation, Advances in Equine Nutrition, Equine Health and Disease, Advances in training the equine athlete, Equine Medicine, Sports physiology and biomechanics, Sustainable forage and turf management
3.	Analyse different types of information and data	Equine Health and disease, Equine nutrition, Equine breeding and genetics, Equine Business enterprise, Research and evidence, Marketing Management, Equine behaviour and welfare applications, Dissertation, Rural Entrepreneurship

4.	Demonstrate clear and effective communication through a range of mediums	Anatomy and Physiology, Equine Health and Disease, Equine Nutrition, Equine Breeding and Genetics, Equine Business Enterprise, Professional practice and study skills, Equine Behaviour and Welfare Applications, Equine Sports Physiology and Biomechanics, Sustainable forage and Turf Management, Advances in Equine Nutrition, Advances in Equine Training and Performance, Equine orthopaedics and rehabilitation
5.	Apply team working skills to various scenarios	Professional practice and study skills,
6.	Apply self-reflection to personal practice	Professional practice and study skills, Industry Placement

Programme specific skills

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	Safely apply laboratory analytical techniques and practices	Equine Anatomy and Physiology, Equine Health and Disease, Equine Nutrition, Equine Medicine, Sustainable Forage and Turf Management,
2.	Identify appropriate and evidence-based management strategies for optimal equine health and welfare	Equine Health and Disease, Equine Nutrition, Equine Behaviour and Welfare Applications, Equine Medicine, Advances in Equine Nutrition, Advances in Equine Training and performance, Equine Orthopaedics and Rehabilitation
3.	Demonstrate responsibility in a practical working situation	Industry Placement
4.	Apply equine science and equine business theory into the equine industry	Equine Business Enterprise, Industry Placement Marketing Management, Rural Entrepreneurship

Section 6 – Approach to Learning and Teaching delivery

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 20-credit module will require a notional input of 200 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 20-credit module studied over 24 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. Part of the learning experience is practical learning; this may take place in the laboratories e.g. analysing the nutrient content of a feedstuff or at the Equestrian Centre considering biomechanics or behavioural observations of horses. Study visits e.g. to view the management of sports turfs and visiting speakers from the industry are also incorporated into the programme of study.

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. Students have access to the Academic Support Tutor (AST) programme which provides high quality academic support for students. ASTs provide timetabled group tutorials, and individual support for students most at risk. Group tutorials focus on providing high quality academic support at the appropriate academic level; advice and guidance in relation to the course; and advice about making study choices on the course (commensurate with the supporting AST Handbook). Individual support focuses on student continuation (commensurate with The Team around the RAU Student spheres of integration student retention model) and may be in person or online.

Throughout, the design of the programme, the delivery and the assessment strategies have been designed to allow for differing types of learners. Our approach to teaching, learning and assessment is designed to allow both practical and theory-based learners can work within the learning style most appropriate to them. Our teaching approach provides students with directed learning specifically associated with our lecturer, practical or seminar sessions. Following each session students are recommended self-directed learning to include stretch of each topic to motivate students to further explore the topic and to stretch each student's learning development within their own capabilities.

The RAU aims to be an inclusive environment and we actively welcome applications from students with disabilities. Your application for a place will be considered solely on academic grounds. Many of our students have additional learning needs that are supported through the Universities Enable team. We have an excellent track record of supporting the needs of students with dyslexia or other neurodiversity's and aim to be inclusive in all our teaching and learning environments. All students are asked to declare any dyslexia, learning difficulty or other disability to the RAU Disability & Inclusive Learning Advisor as early as possible (ideally before or during first-year registration), so that we can ensure provision for your needs is in place during your studies.

Students enrolled on the BSc (Hons) Equine Science and Business with Professional Placement Year are required to undertake 1200 hours in a professional placement, i.e. 35 weeks @ minimum 35 hrs per week. The Professional Placement Year is taken between Levels 5 and 6 of the academic programme (section 9).

Section 7 – Approach to Assessment

The programme has a variety of assessment styles to encourage the application of knowledge in ways appropriate to the industry or to develop core graduate skills. Many of the assessments occurs via coursework or practical assessment rather than traditional examinations. Coursework exercises include (but are not limited to) written essays and reports, practical application of skills, reflective portfolios and oral presentations which may also include using audio visual media. Where examinations are utilised, these may be 'seen' scenarios whereby the paper is made available to students 2 weeks before the assessment date or open book where students can take their course notes into the exam room, alongside the more traditional closed book assessments. The open book or seen exams are looking for students to analyse, evaluate and apply, rather than just to retain knowledge. In order to ensure students are adequately prepared, formative 'practice' assessments are utilised within modules prior to the summative assessment.

Overall, the programme is assessed through*:

Year	Directed	Independent	Placement	Exam	Coursework	Practical
Year 1	25.00%	75.00%	0.00%	17.50%	74.17%	8.33%
Year 2	27.17%	72.83%	0.00%	18.33%	76.67%	5.00%
Year 3	19.33%	80.67%	0.00%	10.00%	90.00%	0.00%

Section 8 – 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:

Grade	Equivalent Mark
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, tutors provide written feedback for all assessments which normally includes the strengths and weaknesses of the piece as well as advice about improving the work. Individual feedback is provided within 20-working days of the deadline for submission. 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 9 – Industry Engagement (5M001) and Professional Placement Year (PPY)

All RAU degrees, including those with a 52-week Professional Placement Year, feature a 12-week industry placement. Employers have consistently expressed their desire to employ graduates who are able to evidence successful periods of prolonged work experience in relevant positions in agricultural businesses and related allied industries and the ability to reflect on individual skills, their own performance and the decision making and performance of the business.

The ability to reflect on personal and business performance is a key graduate skill required within industry. Many practitioners within the agricultural industry demonstrate their ability to reflect daily on a range of management decisions and business performance but seldom take the time to also reflect on personal performance and career aspirations.

The module enables students to reflect on the skills and experiences they have gained during the time spent in the industry and in higher education.

The 12-week module is assessed through a reflective portfolio of evidence. This module aims to support students to become reflective practitioners in their selected subject area. It builds on the development of knowledge and understanding gained across modules within the applied programme of study to enable the application of theory into practice and reflection of their own and an organisations practices in the workplace.

Students will be required to produce an industry experience portfolio recording progress on your individual role and responsibilities covering 444 hours of work-based engagement. Reflection on personal development should be included within the portfolio and students should draw on knowledge and skills attained throughout their course of study to help them complete their portfolio. The period of work-based learning will also provide the opportunity for students to critically reflect upon the practical application of knowledge and research gained on their programme of study into a real-world context to enable evaluation of working practices.

The Professional Placement Year is assessed through a reflective portfolio which includes a case study and a professional skill assessment which is undertaken by a nominated supervisor at the placement host organisation.

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 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 Industry Engagement module and its role in Year 2

The industry engagement 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 their link tutor.

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.

During placements

It is important that students keep in touch with the 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 the placement team. The purpose of the visit is to ensure that all is satisfactory from the viewpoint of both the 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.

Students are encouraged to keep in touch with their link 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 Leader, 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 10 – RAU Graduate Framework

At the RAU we have chosen five values to underpin our learning community. These are the values which we will all work by and for which we want the RAU to be known for. We aim

for our graduates to be:

Collaborative

We believe in the power of working together. We are stronger as a community of practice - inspiring each other, identifying shared goals, and providing reciprocal support leads to greater success.

Open-minded

We are receptive to new ideas and we value the diversity of experiences and skills. We are committed to listening to everyone across the RAU community.

Resourceful

We adopt creative approaches to achieve our goals while setting higher standards, promoting professionalism and sustainability.

Responsible

Individually and collectively we take accountability for our actions working with integrity to achieve the highest ethical standards.

Inclusive

We acknowledge the fundamental value and dignity of all individuals and are committed to maintaining an environment that seeks to eliminate all forms of discrimination and respects diverse traditions, heritages, and experiences.



We inspire our graduates...



Section 11 - Progression

On completion of the degree students will have gained the fundamental business and science skills for the industry. As the degree includes both broad biological science with some business concepts the application of the degree is equally broad.

Some examples of students that have progressed to working directly in the horse industry in marketing and brand management, students have also progressed to become accountants

focussing on the equine sector and working in equine insurance. Other examples include students that have gone on to work in the feed industry both in nutrition and sales. Past students have also gone on to become stud managers. There have also been example of students using this degree as a route into teaching e.g. to become a biology teacher. Both the knowledge and transferable skills within this programme can have wide application to graduates.

Many of our students also progress to postgraduate study commonly progressing to undertake a master's by research at the RAU in equine nutrition or behaviour. Other passed graduates have progressed to master's and PhD studies in other institutions. We have also had students following completion of postgraduate study who have gone on to become lecturers in other universities.

The Royal Agricultural University has a reputation for developing students' entrepreneurship through the Enterprise department. Many of our previous students have progressed to setting up their own businesses following completion of our courses. An example of this is Gillian Higgins business Horses Inside Out, which started by winning the annual Royal Agricultural University Grand Idea competition proving the start-up capital for this now successful equine enterprise.

Section 12 – Student support, wellbeing and counselling

The University is offering a wide range of support to all RAU students, including practical advice and guidance as well as emotional support.

Disability and Neurodivergent support

We support disabled & neurodivergent students and students with long-term health conditions. These disabilities include dyslexia, mental health diagnoses, ADHD, autism, mobility challenges, sensory impairments and many more. Students are encouraged to make contact with Student Services as early as possible by emailing: studentservices@rau.ac.uk . When you tell us about a disability, you will be offered support based on your specific needs, which can include:

- Alternative exam arrangements such as extra time, rest breaks, or a smaller room.
- Access to support workers such as study skills tutors, specialist mentors, readers and scribes.
- Access to assistive technology (AT), which helps remove barriers to learning, communication and participation. The AT can help students who face difficulties with taking notes, organisation and time management.

Mental Health Support

Student Services has a dedicated team who are here to support you with the emotional challenges that can crop up during university life. They take a wide-ranging approach to

mental health support, and the team ensure they are available for informal chats as well as providing in-depth support for students with emerging or existing mental health conditions.

The team also offer mental health support in the form of daily drop-in sessions, weekly group Time to Talk sessions, mental health workshops, awareness and campaign days and 1:1 confidential meetings for when students face challenges to their wellbeing.

Student Services can also refer students for counselling sessions with an external agency if they are required. They can also signpost you to our Student Assistance Programme, providing 24/7 care, support and advice.

Academic Support Tutor Programme

All students have access to the Academic Support Tutor (AST) programme, which provides high-quality academic support for students. ASTs provide timetabled group tutorials and individual support for students who are most at risk. Group tutorials focus on providing high-quality academic support at the appropriate academic level; advice and guidance in relation to the course; and advice about making study choices on the course (in line with the AST Handbook). Individual support focuses on continuation and may be in person or online.

Section 13 – 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 Reports
- Key statistics including data on retention and achievement
- Results of the Student Satisfaction Surveys
- Feedback from Student Delegates from programme committees
- Feedback from Student-Staff Liaison committees
- Annual Programme Monitoring