

# Programme Specification

## BSc (Hons) Equine Health and Welfare (Top-Up)

### 1) Programme Information

Quercus code	<i>EHWT</i>
Academic Year	2020 - 2021
Valid entry routes	BSc (Hons) Equine Health and Welfare (Top-Up)
Additional exit routes	BSc Equine Health and Welfare
Location(s) of Study	Royal Agricultural University
School	School of Equine Management and Science
Programme Manager	Andrew Hemmings <a href="mailto:andrew.hemmings@rau.ac.uk">andrew.hemmings@rau.ac.uk</a>
Awarding Body	The Royal Agricultural University
Teaching Institution	NA
Academic level on Framework for Higher Education Qualifications (FHEQ)	Level 6
Admissions Body	Royal Agricultural University
UCAS code(s)	D455
Entry Criteria (include IELTS if relevant)	FdSc or HND Pass in cognate discipline such as Equine Science / Equine Business. Students with other degrees studied to level 5, such as Animal Science, Natural Sciences, Zoology or Agriculture will be considered based on transcript alignment and / or relevant experience
Relevant QAA Subject Benchmark Statement(s) and other reference points, e.g. FD qualification benchmark	QAA Honours Degree Subject Benchmark Statement for Agriculture, Horticulture, Forestry, Food and Consumer Sciences (2019)
Details of accreditation by a Professional, Statutory and Regulatory Body (PSRB)	NA
Mode of delivery	Full-time (1 year) Part-time (2 years)
Language of study	English
Programme Start Month(s)	September

Academic Board approval date	20 <sup>th</sup> May 2020
Valid from	01 September 2020

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<b>Valid to</b>	August 2026
<b>Version</b>	V3.0 May 2020

## **2) What are the aims and objectives of the programme?**

- To offer a flexible programme which enables students to select a study dietto suit interests and career aspirations. This flexibility is achieved on one hand through the selection of a relevant dissertation topic, and on the other via offering 45 credits of elective choice from a wide range of modules.
- To enable students to develop intellectual, professional and transferable skills through the medium of equine studies.
- Provide knowledge and skills necessary to enhance employability prospects at management level in a range of equine establishments.
- To develop students with a reflective outlook where the sustainability and longevity of the domestic horse is concerned, examined from 1) a health and welfare standpoint and 2) through the ocular of public opinion with reference to social licensing of equestrian activities.

## **3) What opportunities are graduates likely to have on completing the programme?**

### **Career Prospects**

- Nutritionist working for a horse feed company
- A variety of roles within welfare focussed organisations such as the Horse Trust and World Horse Welfare
- Lecturer in equine science (with equine health, behaviour and welfare as specialist areas)
- Welfare focussed roles in equestrian sport governing bodies such as the British Horseracing Authority or FEI (Federation Equestrienne Internationale)
- Roles linked into Equine Assisted Therapy (EAT)
- Companies offering equine science services (i.e. Plusvital-Equinome)

### **Further Study Options**

- Masters by Research (such as the MScR programme offered at RAU)
- Doctoral studies
- Taught Masters programmes

## **4) What should students expect to achieve in completing the programme?**

### **Programme Intended Learning Outcomes**

#### **A. Knowledge and understanding**

- A1.** Recognition and management of disease / injury causing agents in the horse.
- A2.** Equine production within relevant welfare guidelines and codes of practice.
- A3.** The brain as a mediator of behavioural output.
- A4.** Ethology and psychology as applied to feral and domestic equids
- A5.** Diagnostic techniques with equine relevance.
- A6.** Legislation surrounding communicable diseases of domestic equids
- A7.** Welfare assessment with reference to social licencing considerations

#### **B. Intellectual, Professional, Key skills**

- B1.** Critically evaluate subject-specific theories, concepts and principles.
- B2.** Reference appropriate sources.
- B3.** Evaluate information from a wide range of sources, forming well supported original conclusions. .
- B4.** Synthesise information from a number of sources in order to obtain a coherent understanding.
- B5.** Demonstrate advanced problem- solving skills.
- B6.** Demonstrate skills for data handling, transformation and analysis.
- B7.** Postulate and critically appraise arguments and theoretical constructs.

#### **C. RAU Graduate skills**

- C1.** Demonstrate awareness of the importance of personal attributes in the workplace such as resilience, open-mindedness, reflection, motivation, professional behaviours, and employability.
- C2.** Understand the role of education initiatives in raising awareness of the importance of the equestrian industry as it integrates alongside the expectations of business and society and the challenges associated with this at local, regional and global scales.
- C3.** Source and assemble information to apply and communicate knowledge systematically and coherently.
- C4.** Relate to, and interact effectively with, individuals and groups, including working effectively both as a team member and leader.

#### **D. Programme Specific Skills**

- D1.** Assess and respond to equine communicable disease and biosecurity challenges across the equestrian sector
- D2.** Apply recent scientific findings to the promotion of global equine health and wellbeing
- D3.** Apply up to date industry / market intelligence to a range of business based challenges in the equestrian sector
- D4.** Assess and respond to welfare related issues in UK and international equid populations
- D5.** Evaluate recent advances in equine behavioural science and apply these to strategies aimed at optimal performance and welfare status

This programme is inclusive of disabled people with particular regard to teaching, learning and assessment, in accordance with Part 10: Inclusive Practice of the University's Teaching Quality Handbook and the Disability Discrimination Act 2010. However, due to the particular requirements of this programme, students who are vision impaired and/or mobility impaired are advised to contact the University's Disability Officer to explore whether appropriate support or alternative assessment can be provided to enable successful completion of the programme. All students are encouraged to disclose any impairment to the Disability Officer so that the appropriate support may be provided. Students have the right to request that the nature of their impairment be treated as confidential.

#### **5) How is the Teaching and Learning delivered in this programme?**

Prior to the first week of teaching, an entire week (induction week) is set aside to familiarise students with life at RAU. An example schedule of the main events for this week are given below:

<b>Day</b>	<b>Activity</b>	<b>Notes</b>
1 (Tuesday)	General Academic Induction	Join in main induction activities with new first year students. Today you will learn about key skills such as correct use of the APA 6 <sup>th</sup> referencing system and library facilities.
2 (Wednesday)	Elective Choice	Meet with your course tutor to finalise your elective choice based on your interests / previous study / career aspirations. Today you will learn about the structure of the top-up year, we can also give you access to first and second year modules if we identify gaps in your knowledge.
3 (Thursday)	Dissertation	A detailed run through the various projects on offer, along with a tutorial with the course leader to ascertain any knowledge gaps where research skills are concerned. Full access to the second year dissertation prep. Module is available to top-up students.

4 (Friday)	Meet your course colleagues	Join in with the third year induction day. Today you will meet the entire level 6 cohort, during which you will learn about your assessment calendar and student feedback mechanisms at RAU.
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Teaching and learning is achieved by:

### **Lectures**

One of the methods of delivery of learning during the University-based phases of the programme will be by lectures. Lecturers aim to:

- Provide information
- Encourage students to pursue additional information on subjects covered
- Provide various views on subjects
- Explain difficult ideas and issues relating to particular areas
- Demonstrate ways in which students can widen and increase their depth of knowledge.

### **Seminars/ Tutorials**

These will provide opportunities for dialogues between students themselves as well as lecturers. Exchanges of information and ideas can be achieved under the direction of tutors in seminars/tutorials. Through these meetings students should be able to:

- Express and share their views
- Develop their ability to participate in group activities.

### **Visiting Speakers**

This course benefits from the diverse network of industry contacts at the RAU. Both research workers and key industry figures will be delivering sessions to students on this programme. Furthermore there will be networking opportunities with all of the invited guests.

### **Visits**

Visits to a range of local equestrian businesses will take place as part of the programme. These will aid the reinforcement and application of information learned through more formal study.

### **Practical activities & Enquiry-based Learning**

The amount of hands on practical activity will depend largely on 1) the diet of electives selected by individuals and 2) the dissertation topic chosen. For example, there will be opportunity to become involved in the manipulation of DNA in the RAU labs as part of 3059E Equine Genetics. From a dissertation standpoint there are desk based study options and also opportunities to engage in cognitive testing, laboratory based nutrition, genetics or microbial analysis.

## **6) What is the Programme Assessment Strategy<sup>1</sup>?**

A wide range of assessment techniques will be applied throughout the programme to test learning outcomes. These will include:

- Formal (time constrained) examinations
- Academic research reports
- Professional reports (depending upon elective choice)
- Case studies
- Group work exercises (depending upon elective choice)
- Essays
- Oral presentations

With reference to assessment load, the majority of core modules include a single point of summative assessment including one of the above. This enables in-depth study of a single area commensurate with level 6. Modules with a single point assessment are supported with formative exercises (formal and informal) which provide an opportunity for students to receive developmental feedback from the module leader prior to the completion of the module assessment.

## **7) What do students need to achieve in order to graduate?**

Notwithstanding University Regulations and the authorities and powers exercised by examiners, students will normally need to demonstrate achievement in the elements of the programme, as laid out in Section 7. Programmes are structured through the accumulation of credit, where 1 credit represents 10 notional learning hours.

In brief, students will normally need to achieve the following in order to be awarded the qualification.

### **BSc (Hons) Equine Health and Welfare**

The accumulation of 120 credits through the assessment of taught modules as detailed below:

<b>Description</b>	<b>Credits</b>
<b>CORE MODULES:</b>	
3200 Equine Health	15
3058 Equine Behaviour and Welfare	15
3241 Equine Science and Industry Developments	15
3300 Research Project / Dissertation	30

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<sup>1</sup> Details of the implementation of the Assessment Strategy are found in Appendix A.

<b>ELECTIVE MODULES (Choose any 3 ):</b>	<b>15 Credits each</b>
3041 Corporate Finance 3078 Equine Performance Nutrition 3217 Advances in Training the Equine Athlete 3059E Equine Genetics 3325 Rural Entrepreneurship 3240 Contemporary Media Studies 3091 Equine Event Management 3034 Marketing Communication 3206 Equine Breeding Management 3040 Management Accounting	
<b>TOTAL:</b>	<b>120</b>

If a student does not meet the required standards for the award, the examiners for the programme may decide to offer a lower award associated with the programme, providing that a lower exit award exists and the student meets the requirements of that lower award.

### Pass Criteria

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

This programme may be completed over one (full time) or two (part time) academic years. See below for the part time study route:

<b>Year 1 Modules</b>	<b>Credits</b>	<b>Year 2 Modules</b>	<b>Credits</b>
3058 Equine Behaviour and Welfare	15	3300 Research Project / Dissertation	30
3200 Equine Health	15	3241	15
Elective 1	15	Elective 3	15
Elective 2	15		
<b>TOTAL</b>	<b>60</b>	<b>TOTAL</b>	<b>60</b>

## Programme Intended Learning Outcomes (ILO) Chart

(CW = Coursework EX= Exam)

### BSc (Hons) Equine Health and Welfare (Top-Up)

Award ILOs Module Code.	Knowledge and Understanding							A. Intellectual/Professional/Key Skills							B. RAU Graduate Skills				C. Programme Specific Skills					
	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	D1	D2	D3	D4	D5	
3058		CW1	CW1	CW1		CW1	CW1	CW1			CW1	CW1	CW1	CW1	CW1								CW1	CW1
3200	EX	EX		EX	EX		EX	EX	EX	EX	EX								EX	EX				
3300									CW2	CW2	CW1	CW1	CW1	CW1		CW1	CW2		CW1	CW2	CW1	CW2	CW2	
3241	CW1	CW2	CW1			CW2		CW1	CW1		CW1				CW1	CW1	CW1	CW1		CW1	CW1			



## **8) Work-based Learning**

Not applicable to this programme

## **9) How is Sustainability incorporated into this programme?**

Through a process of lectures visits and debates, students are encouraged to develop a reflective outlook where the sustainability and longevity of the domestic horse is concerned, examined from 1) a health and welfare standpoint and 2) through the ocular of public opinion with reference to social licensing of equestrian activities. In addition, the programme is informed by a Strategic Advisory Council chaired by Tim Hadaway (Director of Games and Championships for the FEI). A primary focus of this independent council is to ensure that key concepts such as sustainability are included in the programme. For example, the core module 3058 Equine Health and Welfare, contains learning experiences which focus upon sustainability of the domestic horse, both as a leisure animal but also as a provider of commodities such as meat and horse derived pharmaceutical products. On the other hand, module 3200 (Equine Health) explores key sustainability concepts linked to biosecurity. Finally, students may also choose elective modules which deal with broader sustainability applications with relevance to the horse including conservation grazing.

## **10) How will the University assure the quality of the provision?**

New programme proposals are reviewed by a Validation Panel, comprising at least the following membership: normally one subject matter expert external to the School or University, at least 3 academic staff not associated with the proposal. The Panel may include 1 member of professional staff. Panels are supported by an appropriately trained Secretary who acts as advisor to the Panel. Proposals are reviewed in line with the QAA's UK Quality Code, Advice and Guidance: Course Design And Development and in the case of partnership arrangements in accordance with QAA's Advice And Guidance: Partnerships. All programmes are ultimately approved by Academic Board for a period of up to 6 years.

Programme changes within a validation period are approved by the Academic Quality and Standards Committee (AQSC) on behalf of Academic Board. No more than 1/3 of a programme's core modules may be changed within the validation period before early programme revalidation is instigated.

The University has in place regular monitoring procedures for quality assurance including an Annual Programme Managers Report for each programme.

Each programme has at least one External Examiner who monitors all aspects of the assessment process. This is in line with the advice and guidance provided by the QAA regarding External Expertise which emphasises that external examining is one of the principal means for maintaining UK threshold academic standards within autonomous higher education institutions.

Each programme has a formally constituted Programme Board, which includes the External Examiner(s), and which is responsible for ensuring that awards are made within the Regulations of the University and that students are made awards on the basis of meeting the specified Learning Outcomes of a programme at the appropriate standard.

Each programme has a Programme Committee which meets at least twice a year to discuss, inter alia, programme design and planning, the student experience (including feedback) and student progress.

Each School has a School Advisory Group (or similar) which meets twice a year to engage with external stakeholders on curriculum design and currency of the School programme portfolio content.

Student feedback both qualitative and quantitative is collected for each module studied. In addition the University's holds Staff Student Liaison Committees and a Student Engagement Committee where students have the opportunity to discuss issues and give and receive feedback. Students are also invited to participate in the University's New Student Survey and Student Satisfaction Survey along with the annual National Student Survey. The results of all feedback are considered by the Programme Committee and additionally, in respect of the University and national surveys, issues of quality are considered by and acted on where appropriate by AQSC, Academic Board, School and University Executives.