



ROYAL AGRICULTURAL UNIVERSITY, CIRENCESTER

PROGRAMME SPECIFICATION 2016 / 2017

BSc (Hons) Equine Studies (Honours Year)

NB

The information contained in this document is intended only as a guide to the programme. It does not constitute a legally binding document or contract between the individual and the Royal Agricultural University.

The information contained herein is correct at the time of going to print, but the University reserves the right to make changes to the structure of the programme, assessment methods, etc. at any time without prior notification. Any changes made however will be made known as soon as possible.

Dr. A Hemmings - Programme Manager

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1. Awarding Institution	Royal Agricultural University
2. Teaching Institution	Royal Agricultural University
3. Final Award Title(s)	BSc (Hons) Equine Studies
4. Academic level on Framework for Higher Education Qualifications (FHEQ)	Level 6
5. UCAS Code(s)	D422
6. Relevant QAA Subject Benchmark Statement(s) and other reference points	QAA Honours Degree Subject Benchmark Statement for Agriculture, Horticulture, Forestry, Food and Consumer Sciences (2009)
7. Details of accreditation by a professional/statutory body	N/A
8. Mode of study	Full and part-time
9. Language of study	English
10. Date of production/revision	Date of validation: 2004/05. Date document revised: August 2015

11. Educational Aims of the Programme

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, the BSc Honours in Equine Studies aims to:

1. Enable students with backgrounds in equine science, equine husbandry and equine business management to combine and share both knowledge and experiences in a dynamic learning environment.
2. To enable students to develop intellectual, professional and transferable skills through the medium of equine studies.
3. Provide knowledge and skills necessary to enhance employability prospects at management level in a range of equine establishments.

12. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas (intended learning outcomes):

i. Knowledge and Understanding

- A1. Recognition and management of disease causing agents in the horse.
- A2. Equine production within relevant regulations and ethical guidelines.
- A3. The brain as a mediator of behavioural output.
- A4. Diagnostic techniques with equine relevance.
- A5. Legislation surrounding communicable diseases of domestic equids

ii. Intellectual Skills

- B1. Understand subject-specific theories, concepts and principles.
- B2. Reference appropriate sources.
- B3. Develop strategies for the appropriate selection of relevant information from wide sources and a large body of knowledge.
- B4. Synthesise information from a number of sources in order to obtain a coherent understanding.
- B5. Develop and utilise problem-solving skills.
- B6. Develop skills for data handling and analysis.
- B7. Critically appraise and articulate arguments.

iii. Practical / Professional Skills

- C1. Design and optimisation of a research investigation.
- C2. Appropriate conduct in a laboratory setting.
- C3. Welfare assessment of the domestic horse.

iv. Transferable Skills

- D1. Communicate clearly and effectively in English.
- D2. Develop team working skills.
- D3. Source information and apply knowledge, systematically and appropriately.
- D4. Develop reflective skills to examine personal practice.
- D5. Manage time and tasks, seek advice when appropriate, prioritise work.
- D6. Numeracy as applied to research data.

13. Programme Structure and requirements

The programme can be studied over 1 year full-time, or over 2 years part-time.

Core modules (it is compulsory to study these):

3200 Equine Health (15 credits)
3058 Equine Behaviour and Welfare (15 credits)
3015E Honours Research Project (30 credits)

Choose 4 electives (all worth 15 credits)

3059E Equine Genetics
3078 Equine Performance Nutrition
3011 Rural Business Diversification
3009 Agricultural and Equine Journalism
3034 Marketing Communication
3061 Environmental Management
3091 Event Management
3012 GIS Modelling of the Environment
3041 Corporate Finance
3081 Consumer Behaviour
3093 Farmland Ecology
3206 Equine Breeding Management

Student workload

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, practicals and visits; for approximately one third of the total time – usually around 2 hours per week for a 15-credit module studied over 25 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.

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 examinations.

14. Student support services

The programme management group is as follows:

Programme Manager: Dr. Andrew Hemmings (Office location Room 39 Garner Lecture Block)

Dissertation co-ordinator: Dr Hugh Martin (Biological Sciences department)

To assist with the transition into academic life at the RAU, the following is available to all students:

- a) Induction programme for orientation and introduction of study skills.
- b) Student Handbook [available at the Student One-Stop Shop on the Virtual Learning Environment (VLE) called "Gateway"].
- c) Online module information and lecture notes on Gateway.
- d) Module handbooks (these are made available to students at the start of each module).
- e) Study Skills packages.
- f) Library and other learning resources.
- g) Email and internet facilities.

In addition to the Programme Manager and team, students also have access to the following people should they require advice, guidance or assistance of any nature:

- a) Student Personal Tutor (to advise on personal and pastoral issues).
- b) Module leaders and subject tutors for advice on specific modules.
- c) Registry and accounts staff in offices in the main administration corridor.
- d) Teaching and Learning Support Services, located in Cedar Lodge.
- e) The Student Liaison Officer, whose office is located near to the Tithe Barn.
- f) Student counsellor and access to confidential counselling services.

Details of all support services are available from the University website.

15. Criteria for admissions

Candidates must be able to satisfy the general admissions requirements of the Royal Agricultural University in one of the following ways:

School or College Leavers

Higher National Diploma:

A Merit or above in a cognate subject.

Foundation Degree:

Pass overall in a cognate subject.

Other

Candidates with an equivalent standard of education approved by the Royal Agricultural University.

Consideration will be given on an individual basis to mature applicants with experience of equine or its related industries, who may lack formal qualifications.

Additional Requirements

Overseas students will require a minimum of level 6 IELTS (British Council Test or equivalent). If there is any doubt, students will be required to take the test and present their results to Admissions.

Disability Statement

This programme is inclusive of disabled people (e.g. hearing impaired, vision impaired, speech impaired, dyslexic and mobility impaired) with particular regard to teaching, learning and assessment, in accordance with Part 10: Inclusive Practice of the University's Teaching Quality Handbook and the Equality Act 2010. Students are encouraged to disclose any impairment to the Disability Officer so that the appropriate support can be provided. Students have the right to request that the nature of their impairment be treated as confidential.

16. Forms of teaching and learning

Your programme will be taught by a mixture of lectures, seminars, tutorials and through practical instruction. It is helpful to make clear distinction between these methods of teaching and consider the role and purpose of each.

Lectures

Lecturers are not intended to be seen as the guardians of all knowledge. Education is a partnership between the student and teachers. The purpose of lectures is to interest students in a particular subject matter in order that they can research it further.

Lectures are normally presented to a large group of students (often all the students on the same year of a course). Usually students listen to the lecturer for most of the session as the organisation of these sessions, combined with the numbers attending, does not lend itself to generalised debate. There may be question time offered at some point.

Lectures can be helpful to study by:-

- Stimulating interest in the subject matter
- Giving information
- Offering different perspectives on a subject
- Explaining difficult concepts and theories

- Showing students how to deepen their knowledge
- Providing an opportunity to listen to specialist guest lecturers

Seminars & Tutorials

Seminars and tutorials are primarily interactive and will only work if students put in some effort. They provide an opportunity for students to interact with each other in an academic context. They are an occasion for the exchange of ideas and information under the guidance of a lecturer/tutor.

Seminars and tutorials can be helpful to study by:-

- Offering the chance for students to express their views
- Allowing academic interaction
- Giving students valuable practice in making presentations
- Facilitating discussions
- Encouraging structured research
- Sharing and diversification of information and experience
- Introducing group work

Laboratory Practical exercises and Demonstrations

From time to time you will partake in laboratory exercises such as feed analysis and identification, dissections etc. Depending on the module in question there will also be on-farm practical demonstrations of training techniques (ie clicker training).

Dissertation

A dissertation is a formal, structured document, based on some form of original research or survey. Students are expected to develop and demonstrate research skills and critical ability through the medium of this piece of work. The main purpose of the dissertation is to demonstrate the application of knowledge gained in the taught element of the programme and to show that a research topic can be handled with the right level of academic competence.

The dissertation may take a variety of forms, depending on the interests and abilities of the individual student and the particular requirements of the study agreed with the Project Supervisor.

The dissertation will be used as a vehicle for encouraging individual student efforts and expression.

Directed and private study

Students are expected to undertake private study as an important learning method within the programme. This will normally involve reading to explore the breadth and depth of the syllabus, preparation of tutorial/seminar work, preparation of coursework, case study submissions and preparation of major projects. The use of the University library is very important for the effective use of private study time.

The library staff provide advice and assistance on both finding and using relevant material. Guidance in private study is also given by the academic staff.

17. Industry informed learning

Teaching will be supplemented and illustrated by 1) visits to local equine establishments and 2) lecture input from key industry figures.

18. Quality Assurance Procedures

The procedures and regulations in place at the University are described in the Student Handbook. Students are urged to read the handbook and be aware of its contents.

Students on the Honours Year will elect a representative to sit on the Programme Committee, at which matters pertinent to the programme can be raised with the Programme Manager, Module Leaders and Dean of School. This Committee will meet at least twice each year. More immediate issues can be raised directly with the Programme Manager as they arise.

A University-wide annual online Student Satisfaction Survey is carried out for all students on the programme, and similar surveys may be conducted for the individual modules studied. A National Student Survey (NSS) is also carried out for all final year students. This information, together with the minutes of the Programme Committee meetings and External Examiner reports, are used as the basis for compiling the Annual Programme Manager's Report. This report, approved by the Dean, is submitted to the Academic Quality and Standards Committee by the Programme Manager, and subsequently it is made available to all students and staff.

19. Marking Guides and Assessment Regulations

Each module is assessed by one or more pieces of coursework and / or examinations. Full details are given on individual module sheets, available on the University's website and on individual module pages on Gateway. To gain credits for a module, the student must average at least 40% in the assessments for that module.

Examinations take place in the Summer term and students must ensure that they are available at this time. Examinations are generally unseen, written papers.

Students are responsible for ensuring that coursework assessments are submitted on time and that coursework is retained for subsequent resubmission as required.

The opportunity to refer (re-sit an exam or resubmit coursework) will be available to allow students who have failed to reach an overall mark of 40% to re-take or re-submit elements of up to 40 credits (examinations and/or coursework assessments). A maximum module mark of 40% is available following referral. Overall module marks of 24% or less cannot be redeemed through referral, but will require the student to re-register for the failed module(s) in the following academic year.

Following illness etc., when a Mitigating Circumstances form supported by acceptable evidence has been submitted and accepted by the Mitigating Circumstances Panel, re-sits may be taken “without prejudice” (as if for the first time), so that a mark greater than 40% may be awarded. Full details of the assessment regulations for the University, and generic marking guidelines for coursework and examinations can be found on the RAU Gateway (The Student One-Stop Shop) and the issued USB memory stick.

20. Ownership of programme specification

This document has been agreed by the School of Agriculture and has been approved by the Academic Quality and Standards validation procedure of the Royal Agricultural University.

21. Curriculum Map

See appendix 1.

22. Career prospects

The programme provides an ideal foundation for careers in the broad equine-related industries. Typical employers will include breeding companies, training yards, equine marketing and promotion companies and equine feed companies, as well as running equestrian centres as part of the growing rural leisure industries.

23. Further information

Please ask any member of the programme management group for help and assistance if required.

24. Module Reference Sheets (see <http://www.rau.au.uk/study/undergraduate-study/module-details> for details)

Appendix 1: Curriculum Map

Core Modules	Intended learning outcomes																				
	A1. Recognition and management of disease causing agents in the horse.	A2. Equine production within relevant regulations and ethical guidelines.	A3. The brain as a mediator of behavioural output.	A4. Diagnostic techniques with equine relevance.	A5. Legislation surrounding communicable diseases of domestic equids	B1 Understand subject-specific theories, concepts and principles.	B2 Reference appropriate sources.	B3 Develop strategies for the appropriate selection of relevant information from wide sources and a large body of knowledge.	B4 Synthesise information from a number of sources in order to obtain a coherent understanding.	B5 Develop and utilise problem-solving skills.	B6 Develop skills for data handling and analysis.	B7 Critically appraise and articulate arguments.	C1. Design and optimisation of a research investigation.	C2. Appropriate conduct in a laboratory setting.	C3. Welfare assessment of the domestic horse.	D1 Communicate clearly and effectively in English.	D2. Develop team working skills	D3 Source information and apply knowledge,	D4 Develop reflective skills to examine personal practice.	D5 Manage time and tasks, seek advice when appropriate, prioritise	D6. Numeracy as applied to research data.
3058 Equine Behaviour and Welfare			X		X		X			X		X		X	X	X		X	X		
3200 Equine Health	X	X		X	X		X			X		X		X			X	X	X	X	
3015E Honours Research Project						X	X	X	X		X	X	X			X	X	X	X	X	X

The learning outcomes of the level 6 elective modules not included on this curriculum map are specified on the module reference sheets, all of which are available on the University website.