HARPER ADAMS UNIVERSITY
Programme Specification

1	**Awarding Institution:**	Harper Adams University
2	**Teaching Institution:**	Askham Bryan College
3	**Course Accredited by:**	Not Applicable
4	**Final Award and Level:**	BSc / BSc (Hons) (Level 6)
5	**Interim Award(s) and Level(s):**	University Foundation Certificate Equine Studies (Level 4) Certificate of Higher Education Equine Science (Level 4) Diploma of Higher Education Equine Science (Level 5) BSc Equine Science
6	**Award Title:**	Equine Science
7	**UCAS Code:**	D4D8
8	**JACS Code(s):**	D300
9	**QAA Benchmark Statement(s):**	Framework for Higher Education Qualification (FHEQ) Agriculture, Horticulture, Forestry, Food and Consumer Sciences (2016) Biosciences (2007) General Business and Management (2015)
10	**Language of Study:**	English
11	**Mode of Study:**	Full-time Part-time
12	**Date Approved or Revised:**	Equine Management Validation Event – 9th January 2017 (September 2017 – August 2023)

CONTEXT AND RATIONALE

Graduates in the equine industry need educating to a high standard to meet future change particularly in the areas relating to health and welfare legislation and economic factors affecting the sustainability of the industry (Lantra, 2012). The BSc/BSc (Hons) Equine Science programme has been designed for students who wish to develop knowledge and skills to enter the equine industry in areas related especially to equine science and equine health, welfare, behaviour and nutrition. Current skills gaps within the equine industry include management and planning, ICT and technical, communications, literacy and numeracy skills, all of which will also be developed through the generic aims of this programme.

Part one of the programme provides students wishing to follow a science based career in the industry with a sound introduction to equines and the equine industry. Part two of the programme offers a suite of core equine science modules and a choice of two out of three option modules allowing students to specialise in areas of particular interest to them. Part three follows a similar approach, again also offering options for specialisation. Graduates can expect to progress onto career opportunities such as scientific research, nutrition, medical technology and diagnostics, behavioural welfare and ethical spheres amongst others.

Askham Bryan College has an established equine centre with a strong relationship with the British Horse Society. It is a registered training and examination centre for horse care and riding and already runs a range of professional training for those who take part in equine sports. The equine centre has expanded in recent years and now includes three indoor yards. This BSc/BSc (Hons) degree programme has been designed to allow students to progress directly onto a three-year programme of study. Students will integrate applied equine research with the scientific theory of managing equines. The course prepares students for management level careers in the equine and associated leisure industries.

LANTRA (2011) states there is an emerging skills gap within the equine industry for professional skills such as 'marketing, ICT and commerce' and that the equine industry is in need of a professionally trained workforce with a range of employability related skills in addition to the traditional technical skill set. Within the equine workforce those qualified to Level 4 or above is 9% compared to the national average which is 36%. This suggests that the workforce of the future need to be entering the equine industry with an increasingly professional skill set which can be facilitated and fits with tailored HE education provision.

Since October 2010 the College has been running affiliated British Eventing horse trials

All Higher Education qualifications provide students with excellent academic and transferable skills. This qualification may also lead to employment in a wide variety of roles within the industry or to further postgraduate level study.

Learners will undertake ten weeks of work experience placement over the course of the BSc in order to further embed practical skills in synthesis with academic knowledge gained within the qualification.

GENERIC AIMS

All BSc/BSc (Hons) awards aim to provide the following:

1. To develop in each student subject knowledge and understanding appropriate to individual interests and developing vocational needs.
2. To develop each student's intellectual powers, their understanding and judgement, their ability to see relationships within what they have learned and to examine the field of study in a broader perspective.
3. To develop the personal effectiveness and employability of students, in particular their ability to learn, to communicate, to work with others and to solve problems.
4. To develop those skills of professional scholarship required for career management, lifelong learning and innovation.
5. To inculcate an awareness of the wider consequences of economic activity and a determination to minimise harmful effects on the environment and people
6. To provide a lively, stimulating and challenging educational experience.

AWARD-SPECIFIC AIMS

The BSc/BSc (Hons) Equine Science award aims to provide the following:

1. The knowledge, understanding and ability to manage populations of horses in a variety of work related situations.
2. An appreciation of resources, finance, marketing and legal requirements to manage equine establishments and enterprise.
3. An awareness of technological, veterinary and scientific developments within the field of equine management.

4. A knowledge of experimental, statistical and computing techniques to generate a realistic and imaginative research project using a range of knowledge from a chosen area.

5. An awareness of the social, ethical and environmental issues concerned with equine management.

GENERIC OUTCOMES

On successful completion of BSc/BSc (Hons) awards, students will be able to:

A. Demonstrate a detailed and specialised knowledge of a range of theories, ideas, terminology and contexts associated with the discipline, with a clear appreciation of the ways in which knowledge is developed and the provisional nature of knowledge.

B. Select, devise and evaluate the use of appropriate strategies to solve complex, unpredictable, ambiguous and real-world problems.

C. Analyse complex data using appropriately selected techniques; draw out robust findings in this process; and, thoroughly evaluate the effectiveness of the analytical strategy.

D. Select and combine ideas and/or data to generate meaningful and convincing composite evidence or arguments with a clear purpose.

E. Review complex and unpredictable information to address unpredictable, ambiguous or real-world problems, with a good awareness of the limitations of both the material under review and the analytical approach.

F. Select, use and evaluate technologies to enable or enhance the performance of specific tasks, and appreciate the evolution of technology in their discipline.

G. Work effectively with others, with minimal or no supervision, to achieve positive outcomes; demonstrate leadership and management capabilities within a team situation; and, critically assess their personal contribution to the team.

H. Recognise, pursue, record and reflect on personal development to pursue personal career goals and appreciate the changing nature of the workplace and the need for personal resilience and lifelong learning.

I. Communicate effectively and professionally for a range of different purposes and through different modes, with consideration of audience needs as well as other contextual factors such as commercial sensitivity, impact maximisation and accessibility requirements.

J. Perform practical operations in complex, unpredictable, real-world situations that require the selection of combined or novel practical skills and critically review personal effectiveness in practical tasks with reference to relevant professional standards.

K. Act independently and autonomously with minimum supervision in academic and practical tasks.

L. Select and use research to inform the development of knowledge and understanding, and to inform decision-making.

M. Evaluate the sustainability of practices, processes or developments, with attention to different stakeholder perspectives, unintended consequences, economic and social dimensions, or environmental considerations.

N. Compare and contrast international examples or case studies that are associated with the discipline and work with an active awareness of global factors or trends that have an impact on specific areas of study.

O. Locate a range of ethical issues associated with their own research or professional behaviours, and demonstrate personal responsibility for ethical choices, including adherence to professional codes in complex ethical dilemmas.

P. Not applicable.

Q. Effectively plan and undertake research and produce a dissertation (honours route only).

AWARD-SPECIFIC OUTCOMES

On successful completion of the BSc/BSc (Hons) Equine Science award, students will be able to:

R Demonstrate a detailed understanding of management concepts, knowledge and practical techniques which are required in a range of employment situations related to equine science and management;

S Apply generic and subject specific knowledge and understanding to the study and application of equine scientific principles in a range of situations;

T Appreciate and employ the main methods of enquiry relating to how technological, veterinary and scientific developments within the field of equine management influence past, present and future management techniques;

U Identify, analyse and solve a range of problems relating to the management of equine establishments and enterprises;

V Work within and be capable of adjusting to professional and disciplinary boundaries that exist within various positions of employment in the equine industry;

W Apply skills and knowledge acquired from the programme to recommend improvements and developments in a range of equine management situations.

RELATIONSHIP WITH EXTERNAL REFERENCE POINT(S)

- Framework for Higher Education Qualification (FHEQ)
- Agriculture, horticulture, forestry, food and consumer sciences (2016)
- Biosciences (2007)
- General business and management (2015)

PROFESSIONAL ACCREDITATION ARRANGEMENTS

None.

COURSE DURATION, PROGRESSION, MODULE COMPENSATION, TRANSFER, ADVANCED STANDING AND INTERIM AWARDS

Course Duration

The full-time programme will be completed in three years, with each academic year consisting of two semesters, each typically of 16 weeks duration, including directed study weeks and examination periods.

The part-time programme will be completed in five years and typically be no less than 50% of the standard module diet of the full-time version of the award.

The maximum duration of study for full-time and part-time students (including up to one year postponement of studies) will be four years and six years respectively.

Progression

Students progressing to the second and third years must have satisfied the requirements for progression in line with Harper Adams University academic regulations.

Module Compensation Exclusions

The following modules are not eligible for compensation within the BSc/ BSc (Hons) Equine Science programme:

Part 1 modules:	Academic Skills Industry Skills
Part 2 modules:	Academic Development Professional Research Project Professional Development
Part 3 modules:	Dissertation for Honours route and Applied Sustainable Practices for both Honours and Ordinary routes

Transfer

For transfer between courses, students may transfer all credits and marks from the cross-college core modules into the destination award. Only in the case of pre-requisites have not being met will students be required to study credit in addition to the normal study load during years two and three (Level 4 and Level 5).

Entry with Advanced Standing

Table 4.1 in **Section 4** of the *Academic Quality Assurance Manual* identifies the maximum credit that can normally be advanced for students wishing to enter with advanced standing from a Harper Adams' award, or an award from another institution. Harper Adams' awards which qualify for the maximum volume of advanced standing into this programme are listed as follows:

None

Interim awards which qualify for a lower level of advanced standing, including Harper Adams' awards, into this programme are listed below:

None

The course structure diagram(s) identify the specific study programme(s) for candidates entering with advanced standing. **Section 4.5.10** of the *Academic Quality Assurance Manual* specifies the arrangements for transfer and advanced entry and these will apply unless an alternative arrangement has been approved.

Entry with Accreditation of Prior Learning (APL)/ Accreditation of Prior Experiential Learning (APEL) will be accepted in accordance with the Askham Bryan College procedure and Harper Adams University academic regulations. No more than ⅔ credit for the award may be derived from APL. Within this limit, no more than half of the total credit value of the award may be derived from APEL.

Holders of a matching HNC/FdSc may apply to be admitted to part two of this programme, subject to satisfaction of the admitting Course manager of their suitability for study on the programme. Students would normally have to achieve the minimum credit requirements for the award specified.

Interim Awards

The requirements for interim awards associated with final awards are as follows:

BSc Equine Science

To qualify for the interim award of **BSc Equine Science**, students are required to achieve the following outcomes:

Generic Outcomes

A. Demonstrate a detailed and specialised knowledge of a range of theories, ideas, terminology and contexts associated with the discipline, with a clear appreciation of the ways in which knowledge is developed and the provisional nature of knowledge.

B. Select, devise and evaluate the use of appropriate strategies to solve complex, unpredictable, ambiguous and real-world problems.

C. Analyse complex data using appropriately selected techniques; draw out robust findings in this process; and, thoroughly evaluate the effectiveness of the analytical strategy.

D. Select and combine ideas and/or data to generate meaningful and convincing composite evidence or arguments with a clear purpose.

E. Review complex and unpredictable information to address unpredictable, ambiguous or real-world problems, with a good awareness of the limitations of both the material under review and the analytical approach.

F. Select, use and evaluate technologies to enable or enhance the performance of specific tasks, and appreciate the evolution of technology in their discipline.

G. Work effectively with others, with minimal or no supervision, to achieve positive outcomes; demonstrate leadership and management capabilities within a team situation; and, critically assess their personal contribution to the team.

H. Recognise, pursue, record and reflect on personal development to pursue personal career goals and appreciate the changing nature of the workplace and the need for personal resilience and lifelong learning.

I. Communicate effectively and professionally for a range of different purposes and through different modes, with consideration of audience needs as well as other contextual factors such as commercial sensitivity, impact maximisation and accessibility requirements.

J. Perform practical operations in complex, unpredictable, real-world situations that require the selection of combined or novel practical skills and critically review personal effectiveness in practical tasks with reference to relevant professional standards.

K. Act independently and autonomously with minimum supervision in academic and practical tasks.

L. Select and use research to inform the development of knowledge and understanding, and to inform decision-making.

M. Evaluate the sustainability of practices, processes or developments, with attention to different stakeholder perspectives, unintended consequences, economic and social dimensions, or environmental considerations.

N. Compare and contrast international examples or case studies that are associated with the discipline and work with an active awareness of global factors or trends that have an impact on specific areas of study.

O. Locate a range of ethical issues associated with their own research or professional behaviours, and demonstrate personal responsibility for ethical choices, including adherence to professional codes in complex ethical dilemmas.

P. Not applicable.

Award-specific Outcomes

R Demonstrate a detailed understanding of management concepts, knowledge and practical techniques which are required in a range of employment situations related to equine science and management.

S Apply generic and subject specific knowledge and understanding to the study and application of equine scientific principles in a range of situations.

T Appreciate and employ the main methods of enquiry relating to how technological, veterinary and scientific developments within the field of equine management influence past, present and future management techniques.

U Identify, analyse and solve a range of problems relating to the management of equine establishments and enterprises.

V Work within and be capable of adjusting to professional and disciplinary boundaries that exist within various positions of employment in the equine industry.

W Apply skills and knowledge acquired from the programme to recommend improvements and developments in a range of equine management situations.

To qualify for a BSc Equine Science, students who have not completed or passed the Dissertation must have acquired a minimum of 240 credits at levels 4 and 5, and 90 credits at level 6 including the Applied Sustainable Practices Module. Eligible students proceeding to a higher qualification will not normally receive this award.

Diploma of Higher Education Equine Science

To qualify for the interim award of **Diploma of Higher Education Equine Science**, students are required to achieve the following outcomes:

Generic Outcomes

A. Demonstrate a detailed knowledge of key theories, ideas and terminology associated with the discipline, with some appreciation of how knowledge is developed and used in practice.

B. Select and use strategies to solve problems that are complex or unpredictable.

C. Analyse data using recognisable principles or approaches, and draw out specific findings from this process with some awareness of the limitations of the approach.

D. Compare and contrast ideas and/or data to strengthen evidence or arguments towards a specified purpose.

E. Review information using selected methods to address complex issues or problems, with an awareness of some of the limitations of the source material.

F. Select and use appropriate technologies to enable or enhance the performance of specific tasks, and appreciate the role information and communication technologies play in the discipline or relevant professions.

G. Work productively with others on negotiated tasks and evaluate team performance with reference to some of the internal and external factors affecting success.

H. Recognise, pursue and record personal development in a way that supports the needs of relevant professional employers.

I. Communicate effectively through different media and genre, for specialist and non-specialist audiences.

J. Perform practical operations in more complex or unpredictable situations that require the selection and application of appropriate skills and review personal effectiveness in practical tasks.

K. Work independently and autonomously with only some supervision in academic and practical tasks; make decisions about when support is needed.

L. Use research to inform the development of knowledge and understanding, and to inform decision-making.

M. Recognise the complexity of sustainable practice, and assess the sustainability of different practices, processes and/or developments.

N. Compare and contrast international examples or case studies that are associated with the discipline and identify global factors or trends that have an impact on specific areas of study.

O. Recognise some ethical challenges associated with research and within professional behaviour, and appreciate the role of personal responsibility and professional codes in complex ethical dilemmas.

P. Not applicable.

Q. Not applicable

<u>Award-specific Outcomes</u>

R. Apply knowledge of equine scientific concepts to the management of horses.

S. Explain the importance of equine science in underpinning the roles and responsibilities within the industry.

T. Identify, analyse and solve a range of commonly encountered problems within the equine industry and, where appropriate, indicate business management solutions that apply to practice.

U. Identify, analyse and explore topical issues in equine science and consider their impact on the industry.

To qualify for a Diploma of Higher Education, students must have acquired a minimum of 240 credits at levels 4 and 5, with a maximum of 150 at level 4 and of which at least 90 should be at level 5 or above. Eligible students proceeding to a higher qualification will not normally receive this award.

Certificate of Higher Education Equine Science

To qualify for the interim award of **Certificate of Higher Education Equine Science**, students are required to achieve the following outcomes:

A Identify and describe key theories, ideas and terminology associated with the discipline.

B Solve straightforward, routine or predictable problems using strategies that are specified.

C Analyse data or ideas using specified procedures to generate usable findings

D Categorise information and draw on multiple sources to fulfil a specified purpose.

E Review information in a balanced manner, using specified methods to fulfil a given purpose

F Use technologies to enable or enhance the performance of specific tasks and demonstrate a commitment to developing appropriate digital competencies.

G Work with others to meet specified objectives and fulfil personal goals define criteria and use them to plan, allocate and evaluate the work of self, individuals and teams;

H Recognise how learning within their programme links to future careers and identify the knowledge, skills and attributes associated with different relevant professions.

I Communicate clearly to convey an understandable message in relation to specific tasks and audiences.

J Perform practical operations in predictable, routine situations that require the application of specified procedures.

K Take responsibility for studies and self-development with guidance and support. Use the resources available to help learning.

L Recognise that research can generate theory and ideas that are used in practice.

M Recognise the meaning and importance of sustainable practice, and identify some of the ways that sustainable practice manifests.

N Identify a range of international examples or case studies that are associated with the discipline.

O Recognise some ethical challenges and appreciate the need or personal responsibility.

Students will have obtained a minimum of 120 Level 4 credits.

University Foundation Certificate Equine Studies

To qualify for the interim award of **University Foundation Certificate Equine Studies** students are required to achieve the following outcomes:

Level 4 Generic Outcomes

A Identify and describe key theories, ideas and terminology associated with the discipline.

B Solve straightforward, routine or predictable problems using strategies that are specified.

C Analyse data or ideas using specified procedures to generate usable findings.

D Categorise information and draw on multiple sources to fulfil a specified purpose.

E Review information in a balanced manner, using specified methods to fulfil a given purpose.

F Use technologies to enable or enhance the performance of specific tasks and demonstrate a commitment to developing appropriate digital competencies.

J Perform practical operations in predictable, routine situations that require the application of specified procedures.

Students will have obtained a minimum of 120 credits for award of Certificate of Higher Education (120 credits of core modules) or 60 credits for the award of University Foundation Certificate (Academic Skills plus any other 45 level 4 credits) in accordance with the assessment regulations.

COURSE STRUCTURE, LEVELS AND CREDIT REQUIREMENTS FOR INTERIM AND FINAL AWARDS

Harper Adams' programmes are based on a credit-accumulation system where 1 credit represents 10 notional hours of student study time. Modules are normally 15 credits or multiples thereof. Modules are also at different levels from Levels 3 – 7, according to their intellectual challenge. Courses leading to specific awards include **core modules, optional modules** from which students must select choices up to the number of credits required, and, in some cases, **elective credit** whereby students may study any modules of their choice from within the Harper Adams portfolio, subject to timetabling and pre-requisite constraints, in place of optional modules, with the approval of their course manager.

Final award credit value requirements are 360 credits for BSc Honours route and 330 credits for BSc Ordinary route.

The minimum credit requirements needed to progress to interim and final awards are listed in **Section 4.4.5** of the *Academic Quality Assurance Manual*. These are reflected in the corresponding course structure study programmes, which follow.

To engage with industry, extend learning opportunities and further develop employment skills, students are required to undertake a ten week placement, which will be assessed and supported but not bear any credits towards their final award. This work based placement carries 30 notional P credits and has to be successfully passed. The notional P credits will not form part of the final award. This placement would normally be completed by the start of the second academic year of study.

Course Structure – BSc / BSc (Hons) Equine Science

Part 1 - Level 4		**Part 2 - Level 5**		**Part 3 - Level 6**	
Year 1		**Year 2**		**Year 3**	
Semester 1 Core	**Semester 2 Core**	**Semester 1 Core**	**Semester 2 Core**	**Semester 1 Core**	**Semester 2 Core**
Equine Health (ABE4103) 15 Credits Coaching Psychology and Rider Performance (ABE4100) 15 Credits		Academic Development **(Module Code TBC)** 15 Credits	Equine Breeding and Reproduction Technology **(Module Code TBC)** 15 Credits	Dissertation **(Module Code TBC)** 30 Credits	
Academic Skills (ABC4100) 15 Credits	Equine Behaviour and Welfare (ABE4102) 15 Credits	Equine Exercise Physiology **(Module Code TBC)** 15 Credits	Performance Horse Evaluation **(Module Code TBC)** 15 Credits	Research Methods **(Module Code TBC)** 15 Credits	Recent Advances in the Equestrian Industry **(Module Code TBC)** 15 Credits
Introduction to Business (ABC4102) 15 Credits	The Future Equine Industry (ABE4105) 15 Credits	Equine Injury and Rehabilitation **(Module Code TBC)** 15 Credits	Option1	Applied Sustainable Practices **(Module Code TBC)** 15 Credits	Advanced Behaviour and Psychology **(Module Code TBC)** 15 Credits
Equine Anatomy and Physiology (ABE4101) 15 Credits	Management of the Performance Horse (ABE4104) 15 Credits	Equine Nutrition **(Module Code TBC)** 15 Credits	Option 2	Option 1	Applied Equine Veterinary Science **(Module Code TBC)** 15 Credits
Semester 1 Options	**Semester 2 Options**	**Semester 3 Options**	**Semester 4 Options (choose 2)**	**Semester 5 Options (choose 1)**	**Semester 6 Options**
Not Applicable	Not Applicable	Not Applicable	Applied Equine Learning Theory **(Module Code TBC)** 15 Credits	Advanced Nutrition **(Module Code TBC)** 15 Credits	
			Sports Psychology **(Module Code TBC)** 15 Credits	Advanced Coaching **(Module Code TBC)** 15 Credits	
			Equine Law **(Module Code TBC)** 15 Credits		

Full-time students will normally study at least 120 credits (equivalent to 1200 study hours) per year from a combination of core (compulsory) and optional modules. Further choice ('electives') in a language may be available within the constraints of the timetable and credit framework. Pass Degree students would normally study Applied Sustainable Practices as an alternative to the Dissertation. **Key:** The code on the left denotes the module identifier; the number on the right denotes the credit value.

Validation Date: 9th January 2017
Date of Approval following Response to Validation Report: July 2017
Period of Approval: September 2017 – August 2023

COURSE DESIGN, LEARNING, TEACHING AND ASSESSMENT METHODS

Assessment philosophy

Assessments will vary to reflect the academic, practical and professional skills development of students on the BSc/BSc (Hons) Equine Science programme.

Learning and teaching methods

Teaching and learning methods used to deliver this curriculum are designed to provide experience, and, through reflection upon it, develop concepts which can then be explored through testing and experimentation. Methods vary according to the nature of each modules subject matter but include a wide diversity from more formal lectures to student centred activities including assignments, seminars, field trips, guest lectures and case studies. Students will be supported with their study via the college's VLE, which will prepare them for the autonomy expected of HE students.

Transferable skills

The programme has been developed to enable students to plan and execute research and development work. It encourages independent learning, professional and personal development, and the ability to present skills, exams and behaviour appropriate to a management career. The programme includes activities to develop core skills of communication, numeracy, IT and personal development planning as well as modules designed to develop teamwork and independent learning, problem solving and research (Dissertation, Research Methods and Applied Sustainable Practices). Practical work experience during directed study time is also recommended so that students can apply information and skills to real life situations.

Typical assessment

Assessment is considered an important part of the learning process. Typically, modules are assessed by two pieces of assessment, although this may vary. The first will provide formative in-course feedback and the second provides a summative end-of module assessment; each contributing 50% to the weighted mean module work. The exact details are specified in each module descriptor. Unless otherwise specified in module descriptors the overall mark is derived from a weighted mean, with no threshold requirement in any assessment component. Formative assessment methods are diverse and include literature review-based essays, problem based assignments, oral presentations and business written reports, individual and team scenario exercises, experimental work and placement assignments. Time constrained assessment includes closed and open book assessment, with both seen and unseen questions and tasks set.

Group assessment includes group collection of both quantitative and qualitative data and information to facilitate decision-making. Practical assessment will include the design and set-up of laboratory or field experiments, with analysis and presentation of collected data. Further assessment is facilitated by case studies and links with industry, including product evaluation.

ENTRANCE REQUIREMENTS

Applicants will normally have 5 GCSE's or above including English, maths and science at Grade C or above. Achievements at level 2 in appropriate Functional Skills will also be considered as an alternative for English and maths and Merit grades or above in Science based modules at Level 3 can be used as an alternative to GCSE Science.

Applicants are expected to achieve a minimum of 84 UCAS points.

Applicants will normally have studied a two year level 3 programme at A Level, to include Biology, or a vocational Level 3 Diploma. Normally applicants will be expected to show achievements in science modules at Merit grade or above in vocational programmes. This reflects the science based nature of the programmes.

Applicants without appropriate achievements in Science may be asked to undertake an assessment of scientific knowledge.

Applications from those that have significant life or work experience after leaving compulsory education will normally have studied and achieved an Access to HE course or successfully completed a minimum of a one year level 3 courses and/or be able to demonstrate that they are working at an appropriate level in English, maths and science through an assessment process.

Curriculum Map for BSc/BSc (Hons) Equine Science (Level 4)

Award Outcomes	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
Academic Skills						X			X		X	X					
Equine Health		X			X									X	X		
Introduction to Business		X					X				X		X				
Equine Anatomy and Physiology	X		X	X						X							
The Future Equine Industry			X	X	X			X	X				X	X			
Equine Behaviour and Welfare					X							X		X	X		
Coaching Psychology and Rider Performance	X		X			X	X	X	X								
Management of the Performance Horse	X	X								X			X		X		

A	Knowledge	Identify and describe key theories, ideas and terminology associated with the discipline.
B	Problem Solve	Solve straightforward, routine or predictable problems using strategies that are specified.
C	Analysis	Analyse data or ideas using specified procedures to generate usable findings.
D	Synthesis	Categorise information and draw on multiple sources to fulfil a specified purpose.
E	Evaluation	Review information in a balanced manner, using specified methods to fulfil a given purpose.
F	Digital Competence	Use technologies to enable or enhance the performance of specific tasks and demonstrate a commitment to developing appropriate digital competencies.
G	Team Work	Work with others to meet specified objectives and fulfil personal goals.
H	Career Develop	Recognise how learning within their programme links to future careers and identify the knowledge, skills and attributes associated with different relevant professions.
I	Communications	Communicate clearly to convey an understandable message in relation to specific tasks and audiences.
J	Practical Comp	Perform practical operations in predictable, routine situations that require the application of specified procedures.
K	Autonomy	Take responsibility for studies and self-development with guidance and support. Use the resources available to help learning.
L	Research	Recognise that research can generate theory and ideas that are used in practice.
M	Sustain Practice	Recognise the meaning and importance of sustainable practice, and identify some of the ways that sustainable practice manifests.
N	Global	Identify a range of international examples or case studies that are associated with the discipline.
O	Ethics	Recognise some ethical challenges and appreciate the need or personal responsibility.
P	Placement	Not applicable
Q	Honours	Not applicable

Curriculum Map for BSc/BSc (Hons) Equine Science (Level 5)

Award Outcomes	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
Academic Development			X			X			X	X											
Equine Exercise Physiology	X				X										X			X			
Equine Injury and Rehabilitation	X		X	X	X							X							X	X	
Equine Breeding and Reproductive Technology		X				X			X	X	X								X	X	X
Equine Nutrition	X	X			X								X					X			X
Performance Horse Evaluation		X							X	X	X	X							X	X	X
Applied Equine Learning Theory (o)		X		X				X							X						X
Equine Sports Psychology (o)							X	X						X	X					X	
Equine Law (o)	X										X		X	X						X	

A	Knowledge	Demonstrate a detailed knowledge of key theories, ideas and terminology associated with the discipline, with some appreciation of how knowledge is developed and used in practice.
B	Problem Solve	Select and use strategies to solve problems that are complex or unpredictable
C	Analysis	Analyse data using recognisable principles or approaches, and draw out specific findings from this process with some awareness of the limitations of the approach.
D	Synthesis	Compare and contrast ideas and/or data to strengthen evidence or arguments towards a specified purpose.
E	Evaluation	Review information using selected methods to address complex issues or problems, with an awareness of some of the limitations of the source material
F	Digital Competence	Select and use appropriate technologies to enable or enhance the performance of specific tasks, and appreciate the role information and communication technologies play in the discipline or relevant professions.
G	Team Work	Work productively with others on negotiated tasks and evaluate team performance with reference to some of the internal and external factors affecting success
H	Career Dev	Recognise, pursue and record personal development in a way that supports the needs of relevant professional employers.
I	Communications	Communicate effectively through different media and genre, for specialist and non-specialist audiences.
J	Practical Comp	Perform practical operations in more complex or unpredictable situations that require the selection and application of appropriate skills and review personal effectiveness in practical tasks.
K	Autonomy	Work independently and autonomously with only some supervision in academic and practical tasks; make decisions about when support is needed.
L	Research	Use research to inform the development of knowledge and understanding, and to inform decision-making.
M	Sustain Practice	Recognise the complexity of sustainable practice, and assess the sustainability of different practices, processes and/or developments.
N	Global	Compare and contrast international examples or case studies that are associated with the discipline and identify global factors or trends that have an impact on specific areas of study.
O	Ethics	Recognise some ethical challenges associated with research and within professional behaviour, and appreciate the role of personal responsibility and professional codes in complex ethical dilemmas
P	Placement	Not applicable.
Q	Honours	Not applicable
R		Apply knowledge of equine scientific concepts to the management of horses.
S		Explain the importance of equine science in underpinning the roles and responsibilities within the industry.
T		Identify, analyse and solve a range of commonly encountered problems within the equine industry and, where appropriate, indicate business management solutions that apply to practice.
U		Identify, analyse and explore topical issues in equine science and consider their impact on the industry.

Curriculum Map for BSc/BSc (Hons) Equine Science (Level 6)

Award Outcomes	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
Dissertation			X								X	X			X		X			
Research Methods			X			X						X			X					
Recent Advances in the Equestrian Industry	X	X		X	X				X					X					X	X
Applied Sustainable Practice				X	X						X		X							
Applied Equine Veterinary Science	X									X				X					X	X
Advanced Behaviour and Psychology (o)		X		X	X	X	X		X									X	X	
Advanced Nutrition (o)	X	X								X	X	X						X	X	X
Advanced Coaching (o)	X	X					X			X									X	X

A	Knowledge	Demonstrate a detailed and specialised knowledge of a range of theories, ideas, terminology and contexts associated with the discipline, with a clear appreciation of the ways in which knowledge is developed and the provisional nature of knowledge.
B	Problem Solve	Select, devise and evaluate the use of appropriate strategies to solve complex, unpredictable, ambiguous and real-world problems.
C	Analysis	Analyse complex data using appropriately selected techniques; draw out robust findings in this process; and, thoroughly evaluate the effectiveness of the analytical strategy.
D	Synthesis	Select and combine ideas and/or data to generate meaningful and convincing composite evidence or arguments with a clear purpose.
E	Evaluation	Review complex and unpredictable information to address unpredictable, ambiguous or real-world problems, with a good awareness of the limitations of both the material under review and the analytical approach.
F	Digital Competence	Select, use and evaluate technologies to enable or enhance the performance of specific tasks, and appreciate the evolution of technology in their discipline.
G	Team Work	Work effectively with others, with minimal or no supervision, to achieve positive outcomes; demonstrate leadership and management capabilities within a team situation; and, critically assess their personal contribution to the team.
H	Career Dev	Recognise, pursue, record and reflect on personal development to pursue personal career goals and appreciate the changing nature of the workplace and the need for personal resilience and **lifelong learning.**
I	Communications	Communicate effectively and professionally for a range of different purposes and through different modes, with consideration of audience needs as well as other contextual factors such as commercial sensitivity, impact maximisation and accessibility requirements.
J	Practical Comp	Perform practical operations in complex, unpredictable, real-world situations that require the selection of combined or novel practical skills and critically review personal effectiveness in practical tasks with reference to relevant professional standards.
K	Autonomy	Act independently and autonomously with minimum supervision in academic and practical tasks.
L	Research	Select and use research to inform the development of knowledge and understanding, and to inform decision-making.
M	Sustain Practice	Evaluate the sustainability of practices, processes or developments, with attention to different stakeholder perspectives, unintended consequences, economic and social dimensions, or environmental considerations.
N	Global	Compare and contrast international examples or case studies that are associated with the discipline and work with an active awareness of global factors or trends that have an impact on specific areas of study.
O	Ethics	Locate a range of ethical issues associated with their own research or professional behaviours, and demonstrate personal responsibility for ethical choices, including adherence to professional codes in complex ethical dilemmas.
P	Placement	Not applicable
Q	Honours	Effectively plan and undertake research.
R		Demonstrate a detailed understanding of management concepts, knowledge and practical techniques which are required in a range of employment situations related to equine science and management
S		Apply generic and subject specific knowledge and understanding to the study and application of equine scientific principles in a range of situations;
T		Apply skills and knowledge acquired from the programme to recommend improvements and developments in a range of equine management situations.