ROYAL AGRICULTURAL UNIVERSITY, CIRENCESTER

PROGRAMME SPECIFICATION

BSc (Hons) Bloodstock and Performance Horse Management

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/ Ashley Ede - 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) Bloodstock and Performance Horse Management
4. Academic level on Framework for Higher Education Qualifications (FHEQ)	Level 6
5. UCAS code(s)	W529
6. 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 (2009) QAA Honours Degree Subject Benchmark Statement for Biosciences (2015)
7. Details of accreditation by a professional/statutory body	N/A
8. Mode of study	Full-time, part-time
9. Language of study	English
10. Date of production/revision	Date of validation: 2016 Date document revised: June 2016
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, this programme aims to:

1. To provide a broad-based education in bloodstock and performance horse management from a national and international perspective
2. Enable students to develop intellectual, professional and transferrable skills within the context of studying bloodstock and performance horse management.
3. Provide students with opportunities to develop their individual interests through choice of work placement, two final-year electives and Honours Project (dissertation) topic
4. Prepare students for national and international careers in bloodstock and performance horse management and related industries, through the integration of University teaching and sandwich employment experience.

12. Intended learning outcomes

[Complete this section by setting out programme outcomes under each of the four key headings] Remember the need for this programme to be inclusive of disabled people (e.g. hearing impaired, vision impaired, speech impaired, dyslexic and mobility impaired). See Part 10: Inclusive Practice of the Teaching Quality Handbook.

i. Knowledge and understanding

A1. Knowledge of the UK and international bloodstock and performance horse industries
A2. Science and practice of equine production
A3. Advances in equine science
A4. Equine industry and current issues
A5. Environmental and sustainability issues in the context of bloodstock and performance horse management
A6. Legal and political issues of equine business
A7. Business and Financial Management

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. Understand the practical implications of feeding livestock
C2. The safe use of laboratory analytical techniques and practices
C3. Draw up financial management plans
C4 Take on responsibility in a practical working situation.
C5 Have an awareness of legal and ethical obligations pertaining to personnel and animals within the equine industry
C6 Visual appraisal of a live animal
C7 Review and appraise breeding programmes

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. Business skills and numeracy.

13. Programme structure and requirements

[Include length of study programme, detailed modular structure, levels, credits, awards and any special/distinctive features of the programme]

The programme comprises three years duration inclusive of a 20- week compulsory sandwich employment period at year 2. There is, however, the opportunity of an intercalated year between the second and final year, or indeed to study the programme part time over a period of 6 years. A Credit Accumulation and Transfer Scheme (CATS) is adopted by the University which requires students to achieve a total of 120 credits from each year of full time academic study. Successful completion of each full module results in the award of 15 credits, half-module 7.5 and a double module, 30.0 credits. For the award of BSc (Hons), a total of 360 credits must be accumulated, comprising 120 at FHEQ level 4, 120 at level 5 and a further 120 credits at level 6.

Year 1 of the Bloodstock and Performance Horse Management degree consists solely of core (compulsory) modules (all worth 15 credits):

1040 Equine Evolutionary Anatomy
1034 Personal Development Planning
1247 Breeding and Genetics
1003 The Business Environment
1248 Equine Bioveterinary Science 1
1235 British Bloodstock Production
1010 Equine Industry
1033 Business Finance

Year 2

2255 Soil and Grassland for Equestrian Use (15 credits)
2014 Equine Law (7.5 credits)
2069 Rural Business Enterprise (15 credit)
2166 Equine Business Finance & Taxation (15 credits)
2252 Equine Research and Ethics (7.5 credits)
2239 Global Bloodstock Industry (15 credits)
2254 Equine Nutrition and Training (15 credits)
2036 Sandwich Placement Incorporating Personal Development Planning (30 credits)

Year 3

In year 3, the element of choice is broadened with only 5 compulsory core modules and an extensive choice of electives from which you must select 2. The choice of honours project title is also yours to decide.

Core:

3224 Advances in Equine Science (15 credits)
3206 Equine Breeding Management (15 credits)
3217 Advances in Training the Equine Athlete (15 credits)
3015E Honours Research Project (30 credits)
3226 The Irish Bloodstock Industry (Study tour: 15 credits)

Electives:

3059E Equine Genetics (15 credits)
3058 Equine Behaviour and Welfare (15 credits)
3009 Agricultural and Equine Journalism (15 credits)
3034 Marketing Communication (15 credits)
3200 Equine Health (15 credits)
3078 Equine Performance Nutrition (15 credits)

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/ Ashley Ede (Office location Room 55D and 55A Garner Lecture Block)
Dissertation co-ordinator: Prof. Meriel Moore-Colyer (Room 54)

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 Support Services Manager, whose office is located in the Student Support Hub
f) Student Counsellor, Health and Wellbeing Officer 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

GCSE or Equivalent

Maths, English and three other subjects at grade C or higher. There should ideally be passes in Biology and/or Chemistry, or a Combined Science programme. Grade D is not accepted as a pass.

A/S and A2 Levels

The course requires 240 points or more from a minimum of 2 A levels. Subjects can only count ONCE towards the score either at A/S or A2 level and points cannot be achieved by A/S levels alone. A science subject is preferred (biology chemistry, psychology, physical education).

Scottish Highers/Leaving Certificate

Six subjects to be passed, at grade C or higher, 4 of which must be at Higher Level.

Irish Highers/Leaving Certificates

Five Highers at Grade C or higher.

BTEC ND/NC

Overall Merit pass in relevant subject.

HND

Pass qualifies for entry if in relevant discipline. A Merit or above may allow second year entry.

International Baccalaureate

A Pass is required. The European Baccalaureate is accepted on the same basis.

GNVQ

Overall Merit or above at advanced (Level III) level in a relevant subject.

AVCE Double Award

CC

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, with no single element falling below 5.5 (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. Teaching, learning and assessment

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 their will also be on-farm practical demonstrations of training techniques (ie clicker training).

Teaching will be supplemented and illustrated by 1) visits to local equine establishments 2) lecture input from key industry figures and 3) the 20 week industry placement.

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.

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17. Work-based learning

Practical placement

In the second year, students will take a mandatory short (20 week) placement in an equine related organisation from April to September. At the end of the second year, an intercalated year, working in an organisation for an extended period, is an option. These opportunities are viewed very favourably by potential employers and provide the chance to experience real organisational life at first hand. We try to keep open to wide ranging possibilities of type of organisation and also country of placement. It is the responsibility of the placement coordinator, Peter Morris (DPM) to encourage, help and assist in the securement of work experience opportunities in a timely manner, as detailed below.

Placement procurement process

During year 1, the module leader (DPM) will meet with the group to introduce the placement module and stimulate placement procurement activity. By recommending a proactive approach, it is hoped that chances of securing high quality destinations are increased. This is particularly important when it is considered that competitor institutions will also be sending out placement students, thereby adding to an already crowded definitive market. In addition, this session provides an opportunity to explain the importance of the work placement from a career development standpoint.

Early in year 2, students are required to organise personal meetings with DPM. This gives an opportunity to 1) discuss placement aspirations, 2) to prepare CV's and 3) give advice on initial approaches to employers. During this session the criteria for an acceptable placement are considered:

- Placement destinations should extend work experience beyond current levels
- Be connected with the equine or agricultural industries **OR** be in a work environment that provides opportunity for gaining transferable skills (managerial / teambuilding / clerical)
- Allow reasonable insight into the business model/ current running of the enterprise
- Allow reasonable scope for developing the role in a 6 month period, or such period that has been agreed with DPM.

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, in Year 1 and 3, and are at the end of the second term in Year 2, 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 50% of their registered modules in a year (examinations and/or coursework assessments). A maximum module mark of 40% is available following referral.
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 intranet (The Student One-Stop Shop).

20. Ownership of programme specification

This document has been agreed by the School of Equine Management and Science 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 bloodstock and performance horse- related industries. Typical employers will include:
Bloodstock agents
Feed companies that specialise in TB
Racecourse management
Journalism
Stud management
Sales
Training
Management of ancillary industries

23. Further information

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

24. Module reference sheets

http://www.rau.ac.uk/study/undergraduate-study/module-details