PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	N/A
Details of accreditation by a professional, statutory or regulatory body (including link to relevant website)	N/A
What type of accreditation does this programme lead to?	N/A
Is accreditation in some way dependent on choices made by students?	N/A
Final award/s available eg BSc/DipHe/CertHE	BSc (Hons), BSc ordinary, DipDipHE, CertHE
Award title	BSc (Hons) Equine Science and Welfare Management BSc Equine Science and Welfare Management Diploma in Higher Education Equine Science and Welfare Management Certificate in Higher Education Equine Science and Welfare Management
JACS 2 code	D422
UCAS code (available from Admissions)	D422
Relevant QAA subject benchmark statement/s	QAA Agriculture, Horticulture, Forestry, Food and Consumer Sciences (2009) subject benchmark statements
Other external and internal reference points used to inform the programme outcomes	British Horse Society Lantra
Mode/s of study *(p/t, f/t, distance learning)*	Full and Part Time
Language of study	English
Date at which the programme specification was written or revised	July 2013

Criteria for admission to the programme

In accordance with Glyndŵr University's admission policy, the programme seeks to offer opportunities to anyone able to benefit from this programme of study regardless of age, gender, and ethnicity, social or educational background.

For entry onto our proposed degree programme, we require the following:

- 240 UCAS tariff points at GCE A level or equivalent (appropriate AS-Level and Level 3 Key Skills qualifications will also be taken into account).

The UCAS points may be counted from a wide variety of qualifications such as:

Welsh Baccalaureate
Progression and Advanced Diploma
BTEC/EDEXCEL both National Diplomas and Certificates
Scottish qualifications at Advanced Higher level
Irish leaving Certificate Higher examinations
International and European Baccalaureates

All applications will be made to Glyndŵr University, with each considered by the Programme Leader. Applications are welcomed from candidates who do not possess the standard qualifications but who can demonstrate their capacity to pursue the programme successfully.

Accreditation of Prior (Experiential) Learning
AP(E)L will be considered on an individual case basis in order to admit students who have undertaken comparable study at another institution. The candidate will be requested to attend an informal interview with the programme leader in the first instance and then if deemed appropriate submit a portfolio of evidence that will be considered by the AP(E)L panel. The rules and procedures governing the accreditation of prior certificated / experiential learning are set out in the Academic Quality Handbook.

Students who possess the Glyndŵr University Foundation Degree Equestrian Psychology may be eligible to apply to 'top up' their qualification by completion of level six (Appendix 1).

Aims of the programme

The aims of the programme are::

- To provide students with a detailed understanding of equine science, behaviour, and welfare, in combination with an awareness of current limits of theory and applied knowledge.

- To enable students to analyse and evaluate researched information, and allow for competing and alternative explanations within the subject area.

- To enable students to demonstrate the relevant intellectual, practical and transferable skills in preparation for careers in the equine sector and other related industries.

- To develop skills of analysis and enquiry in tackling problems by collecting, and

evaluating appropriate qualitative and quantitative information, making decisions, and suggesting solutions.

Distinctive features of the programme

Equine Science and Welfare Management combine equine interests with the popular and academically growing area of welfare science. Although there are several Animal Welfare Science programmes e.g. Anglia Ruskin University, University Campus Suffolk, this will be one of the first undergraduate programmes in the U.K. on equine science and welfare management.

The proposed degree has been shaped by a combination of relevant organisations that include the QAA Framework for HE qualifications in England, Wales, and Northern Ireland (2008), *QAA Agriculture, Horticulture, Forestry, Food and Consumer Sciences (2009) subject benchmark statements, relevant reports from Lantra (e.g. Lantra, 2011), the British Horse Society (BHS) stages examinations, and the work of International Society of Equitation Science (ISES). The curriculum design is therefore based on contemporary research findings,* particularly from ISES which unites a multi-disciplinary membership of academics, students and interested practitioners worldwide, who question the welfare of the ridden horse, and encourage and support research into the training and welfare *of horses (McGreevy, 2007). The curriculum also draws on the publics' concern for the welfare of animals which is being embraced by the equine industry (Rollin, 2011).*

The curriculum integrates theory and practice where ever possible, includes two work placements, and makes full use of the practical equine facilities available at the Northop campus. The university has a number of placement partners that consist of riding schools, welfare and rehabilitation centres, stud farms and racing stables. The placements will ensure graduates are equipped with necessary practical skills required by the equine industry. The degree has also been mapped against the BHS stages examinations to further guarantee practical skill development (see Appendix 2). Use will be made of the practical equine facilities at the Northop campus during module delivery to provide students with the opportunity to put theory into practice. At level six in the Applied Research Skills and Professional Development module, students are encouraged to complete additional qualifications or practice outside of the degree in order to complete their programme with a more rounded experience. It is expected that by ensuring students graduate with both a degree and practical equestrian skills, that they will be more employable within the industry. This should dispel recent criticism of equine graduates that has suggested they lack practical skills and thus are not employable (Lantra, 2011).

The programme team demonstrate a diversity of relevant expertise appropriate for the proposed programme. Staff keep abreast of research relevant to the subject area, and engage with CPD where-ever possible e.g. the Programme Leader gained her PhD during 2011, and presented research at the International Society of Equitation Science conference, July 2012. During 2011-2012 a staff member completed her MSc, and is currently engaged with a Strategic Insight Programme which aims to improve animal welfare. She is also a qualified animal behavioural counsellor and has experience of training a wide range of animal species including horses. Another member of the programme team is a member of the Royal College of Veterinary Surgeons and is currently practising in Wrexham. She regularly attends veterinary conferences, clinics and other CPD events.

The move to make the previous Equestrian Psychology programme more science subject based, in particular veterinary, is in line with that of Biology and Environment to develop a substantial biological science core. It will also support the ethos at the Northop campus of

welfare.

Programme structures and requirements, levels, modules, credits and awards

Programme Structure

Figure 1 details the proposed structure of the BSc (Hons). The proposed programme will be delivered over three years if studied on a full time basis

Figure 1. Structure of the full time BSc (Hons) Equine Science and Welfare Management

Year One **Level Four**	**Sem 1**	ANM405 Foundation Zoological Science 20 Credits Core Rosie MacDiarmid	ANM403 Practical Skills for Equine Science Core Tamsin Young	ANM404 Working in the Animal Sector Core Denise Wareham	SCI411 Academic and Personal Development Core Denise Wareham	ANM406 Ethics and Welfare Core Angela Winstanley
	Sem 2					ANM407 Equine Behaviour and Cognition Core Tamsin Young

Year Two **Level Five**	**Sem 1**	ANM507 Bioveterinary Science 20 Credits Core Rosie MacDiarmid	ANM508 Horse Human Interaction 20 Credits Core Angela Winstanley	ANM511 Applied Project 40 Credits Core Richard Lewis
	Sem 2	ANM509 Application of Equine Learning Theory 20 Credits Core Angela Winstanley	AUR567 Research Methodologies 20 Credits Core Barry Hills	

Year Three Level Six	Sem 1		ANM603 Advanced Animal Welfare 20 Credits Core Tamsin Young	SPT603 Research Project 40 Credits Core Tamsin Young	ANM606 Applied Research Skills and Professional Development 20 Credits Core Tamsin Young
	Sem 2	ANM601 Animal Behaviour Modification 20 Credits Core Angela Winstanley	ANM605 Equine Health and Reproduction Management 20 Credits Core Rosie MacDiarmid		

Part time students will follow a specific route through the programmes that ensures that they will study modules in a sequence that will provide them with the necessary skills, competencies and knowledge to take other modules within that level. Figure 2 illustrates the proposed delivery pattern for part time study over five years.

Figure 2. Structure of the part-time BSc (Hons) Equine Science and Welfare Management

Year One (80 level 4 credits)	**Semester one**	**Semester two**
	Academic and Personal Development (20)	
	Foundation Zoological Science (20 credits)	
	Practical Skills for Equine Science (20 credits)	
	Ethics and Welfare (20 credits)	

Year Two (40 level 4 & 40 level 5 credits)	**Semester one**	**Semester two**
	Working in the Animal Sector (20 credits)	
		Equine Behaviour and Cognition (20Credits)
	Bioveterinary Science (Level 5, 20 credits)	Application of Equine Learning Theory (20 credits)

Year Three (80 level 5 credits)	**Semester one**	**Semester two**
	Applied Project (40 credits)	
	Horse Human Interaction (Level 5, 20 credits)	Research Methodologies (20 credits)

Year Four (60 level 6	**Semester one**	**Semester two**
	Advanced Animal Welfare (20 credits)	Equine Health and Reproduction (20 credits)

credits)	Animal Behaviour Modification (20 credits)	

Year Five (60 level 6 credits)	**Semester one**	**Semester two**
	Applied Research Skills and Professional Development (20 credits)	
	Research Project (40 credits)	

The intent is to timetable taught sessions over approximately three week days (see figure 3a-c).

All modules are core and there are no optional modules or pre-requisites on the BSc (Hons) programme. Students will be required to complete 120 credits per level. Students will be able to exit following completion of level four with a Certificate of HE in Equine Science and Welfare Management (120 credits), and following completion of level five with a Diploma of HE in Equine Science and Welfare Management (240 credits).

Employability

Throughout levels four and five of the programme there is a focus on skills for 'employability'. This is especially important in the equine sector as the perception of university or college students is that they still possess less practical experience than those trained for the industry by means such as work based apprenticeships (Lantra, 2011). At level four students undertake work experience, and practical skills. At level five, Application of Equine learning and Training continues practical skill development, and the Applied Project once again focuses student on the workplace. The team has adopted the approach that learning in the workplace takes many forms e.g. work based learning, educational visits, practical work, and use of the Northop Equestrian yard for practical skill development, and serves a variety of purposes. The approach seeks to ensure that the student is able to apply the knowledge, skills, attitudes and values expected by employers, customers, and external bodies. It also allows students to engage in continuing professional development.

There is one specific workplace module delivered at level four; ANM404 Working in the Animal Sector. During this module students will be expected to undertake 150 hours of work experience. There has previously been little difficulty in securing work experience placements for students, and typical placements have included time spent at riding schools, with veterinary surgeons, with the Mounted Police Force, and shadowing behaviourists. One of the unique aspects of the proposed programme is to provide opportunity to exploit the onsite equestrian yard at Northop.

Tutorial Support

In addition to formal module delivery all students on the proposed programme will be supported by a personal tutor. One academic member of staff will be allocated to each year group, and will be responsible for conducting a weekly group tutorial, or will provide opportunity for individual tutorials. While tutorials have an appropriate pastoral function as part of the teaching/learning, they will be used for a number of purposes including: assessment of students' personal development and progress; helping students to develop learning skills; assisting students to make informed and realistic choices within their degree course; and providing support for individual or group project work. The Personal Development Portfolio (PDP) will help to structure tutorials throughout the degree programme, and activities that form part of the PDP e.g. goal setting and Curriculum Vitae

development, will contribute to the assessed portfolio in the level six module Applied Research Skills and Professional Development.

Figure 3a. Indicative timetable – BSc (Hons) Equine Science and Welfare Management (Level 4)

	9–10	10-11	11-12	12-1	1-2	2-3	3-4	4-5
Monday Semester 1		Ethics and Welfare (AW)				Ethics and Welfare (AW)		Tutorial
Semester 2		Equine Behaviour and Cognition (TY)				Equine Behaviour and Cognition (TY)		Tutorial
Tuesday Semester 1/2								
Wednesday Semester 1		Working in the Animal Sector (DW)				Academic and Personal Development (DW)		
Semester 2		Working in the Animal Sector (DW) (students on placement)				Academic and Personal Development (DW)		
Thursday Semester 1		Practical Skills for Equine Science (TY)				Foundation Zoological Science (RM)		
Semester 2		Practical Skills for Equine Science (TY)				Foundation Zoological Science (RM)		
Friday Semester 1/2								

Figure 3b. Indicative timetable – BSc (Hons) Equine Science and Welfare Management (Level 5)

	9–10	10-11	11-12	12-1	1-2	2-3	3-4
Monday Semester 1		Applied Project (RL)				Applied Project (RL)	Tutorial
Semester 2		Applied Project (RL)				Applied Project (RL)	Tutorial
Tuesday Semester 1		Horse Human Interaction (AW)				Horse Human Interaction (AW)	
Semester 2		Research Skills (BH)				Research Skills (BH)	
Wednesday Semester 1,2							
Thursday Semester 1,2							
Friday Semester 1		Bioveterinary Science (RM)				Bioveterinary Science (RM)	
Semester 2		Application of Equine Learning Theory (AW)				Application of Equine Learning Theory (AW)	

Figure 3c. Indicative timetable – BSc (Hons) Equine Science and Welfare Management (Level 6)

	9–10	**10-11**	**11-12**	**12-1**	**1-2**	**2-3**	**3-4**
Monday Semester 1	Applied Research Skills and Professional Development (TY)				Applied Research Skills and Professional Development (TY)		
Monday Semester 2		Animal Behaviour Modification (AW)				Animal Behaviour Modification (AW)	
Tuesday Semester 1,2							
Wednesday Semester 1		Advanced Animal Welfare (TY)				Advanced Animal Welfare (TY)	
Semester 2		Equine Health and Reproduction (RM)				Equine Health and Reproduction (RM)	
Thursday Semester 1						Research Project (TY)	
Semester 2						Research Project (TY)	
Friday Semester 1,2							

Intended learning outcomes of the programme

The programme provides opportunities for learners to achieve the following outcomes that have been taken from the QAA Agriculture, Horticulture, Forestry, Food and Consumer Sciences benchmark statements (2009).

Graduates with a **Certificate of Higher Education** in Equine Science and Welfare Management will be able to demonstrate the following:

Knowledge and understanding

A3	An understanding of the need for both a multi- and inter-disciplinary approach to the study of equine science and welfare management, and the acquisition of knowledge and skills from research, practice and professional experience.
A4	Integration of theory, investigation and field work, and the development of principles into practice.

Intellectual skills

B1	Application of knowledge and understanding to address familiar and new situations within equine science and welfare management.

Subject skills

C1	To develop equestrian skills with due regard for horse welfare
C2	Competently manage practical work situations maintaining health

Practical, professional and employability skills

D1	Effective communication of information, arguments and analysis to a varied audience.
D2	Contribute constructively to group discussions, listening to, appreciating and evaluating the views of others.
D3	To work and communicate as part of a team, planning, allocating and evaluating the work of self, individuals and teams.
D4	To utilise relevant ICT to support the learning process, data handling and presentation of results.
D6	Develop the skills necessary for self-management and lifelong learning working independently, demonstrating time management and organisation skills
D7	Appreciate the need for professional codes of conduct where applicable.

In addition to the above, graduates with a **Diploma of Higher Education** in Equine Science and Welfare Management will be able to demonstrate the following:

Intellectual skills

B2	Evaluation of problems and produce suitable strategies for solving them.
B4	Formulation and testing of a hypothesis related to equine science and welfare management.

Subject skills

C3	Plan and undertake data collection paying attention to risk
C4	Collect and evaluate data relating to underpinning knowledge needed to understand equine science and welfare management, and summarise appropriately using relevant techniques.

Practical, professional and employability skills

D5	To learn and study independently and take responsibility for management of independent investigation and learning.

In addition to the above, graduates with a **BSc** Equine Science and Welfare Management will be able to demonstrate the following:

Knowledge and understanding

A1	Critical understanding of the development of knowledge within the area of equine science and welfare management (equine science, behaviour, learning, cognition, welfare, health, reproduction, work based learning and practical skills).
A5	Consideration of continuing change and development of the subject.
A6	An understanding and critical awareness of the moral, ethical and sustainable issues that underpin the subject area.

Intellectual skills

B3	Critical analysis of information, and an ability to synthesise and summarise the outcomes.
B5	An awareness of the provisional nature of researched facts and principles associated with equine science and welfare management.

In addition to the above, graduates with a **BSc (Hons)** Equine Science and Welfare Management will be able to demonstrate the following:

Knowledge and understanding

A2	Critical analysis of information and proposal of solutions to problems within the study of equine science and welfare management.

The modules have been devised to ensure attainment of the programme aims, with the learning outcomes of each module mapped against the intended programme learning outcome. This is illustrated in Figure 4.

Figure 4. CURRICULUM MATRIX demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

		Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills																				
Module Title	***Core/ Option***	***A1***	***A2***	***A3***	***A4***	***A5***	***A6***	***B1***	***B2***	***B3***	***B4***	***B5***	***C1***	***C2***	***C3***	***C4***	***D1***	***D2***	***D3***	***D4***	***D5***	***D6***	***D7***
Level 4																							
Foundation Zoological Science	*C*							✓															
Ethics and Welfare	*C*							✓									✓	✓	✓				
Equine Behaviour and Cognition	*C*							✓					✓	✓			✓	✓					
Practical Skills for Equestrian Science	*C*			✓	✓			✓					✓	✓					✓			✓	✓
Working in the Animal Sector	*C*			✓	✓			✓									✓	✓	✓			✓	✓
SCI411 Academic and Personal Development	*C*							✓												✓			
Level 5																							
Animal Bioveterinary Science	*C*							✓															
Horse Human interaction	*C*							✓									✓	✓					
Application of Equine Learning Theory	*C*			✓	✓			✓	✓				✓										
Applied Project	*C*			✓	✓			✓	✓	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓	✓
Research Methodologies	*C*			✓				✓	✓	✓					✓								
Level 6																							
Applied Research Skills & Prof Dev	*C*			✓		✓	✓		✓	✓	✓		✓							✓	✓	✓	✓
Research Project	*C*	✓	✓	✓		✓	✓		✓	✓	✓	✓			✓	✓	✓	✓		✓	✓	✓	
Advanced Animal Welfare	*C*	✓				✓	✓	✓				✓											
Equine Health and Reproduction Management	*C*	✓				✓		✓									✓	✓					
ANM601 Animal Behaviour Modification		✓				✓		✓		✓								✓					

Learning and teaching strategy used to enable outcomes to be achieved and demonstrated

The learning and teaching strategy deployed will be suitable to maximise opportunities for attainment of the programme aims. The strategy aims to:

(a) have a continued emphasis on student-centred learning;
(b) employ teaching methods that promote effective student learning, self-development and reflection;
(c) deploy a variety of learning and teaching methods including

- Lectures
- Demonstration
- Seminars and workshops
- Tutorials
- Group and project work
- Guest speakers
- Educational visits and study days

Examples of study visits, guest speakers, workshop sessions and demonstrations that may offered during the programme include:

Study visits –Equestrian welfare charities e.g. Thoroughbred Rehabilitation Centre in Lancashire; The Blue Cross Equine Welfare Centre in Staffordshire; World Horse Welfare near Blackpool.
Guest speakers – Wrexham borough RSPCA office;, Wrexham Trading Standards Welfare Officer.
Demonstrations – Lisa Ashton EquiSci lecture demonstration on application of equine learning theory.

This approach is intended to:

(d) strike a balance between 'class' activity and directed study 'out of class';
(e) provide sound feedback to students and attempt to involve them in identifying their own learning needs;
(f) use directed and supported group work for sharing experience and knowledge and developing interpersonal skills;
(g) provide realistic and relevant learning activities;
(h) make use of a variety of assessment methods to allow students the opportunity to demonstrate their own particular capabilities.

Full use of Moodle will be made as a way of helping to manage teaching and learning, and to keep in contact with students. Each programme and module within a programme has its own space on Moodle. A wide range of information is placed within each of these areas for students to access. General information such as the module handbook will be placed into the programme area, and lecture notes together with activities for completion such as directed reading and worksheets will be placed into module spaces. Lecture notes will be either posted 24hours prior to the lecture or immediately after, dependent on the preference of the member of staff. Moodle will be also an effective way of keeping in contact with students by posting messages, for example informing students on arrangements for study days or guest speaker visits.

Work based learning

Students enrolled on the BSc (Hons) Equine Science and Welfare Management will be required to complete 150 hours of workplace learning during level four, and a further 150 hours of work-based enquiry during semester two of the second year as a part of the 'Applied Project' module. The level four period of workplace learning may be completed at one location or divided between suitable numbers of placement providers. The level four and five placements will be undertaken following the Christmas break in the assessment period. Any remaining placement hours will be undertaken during semester two at times convenient for the student.

The organisation and management of workplace learning will be undertaken in accordance with the QAA Code of Practice for the assurance of academic quality and standards in Higher Education (2007) (Section 9). Glyndŵr University 'Managing Health and Safety of Students on Placements in the United Kingdom' policy states that:

> *'Placement organisations are employers in their own right and therefore must ensure as far as is reasonably practicable the health, safety and welfare of their employees. Students on placement are treated as employees and are owed a duty of care. `Therefore the primary responsibility for meeting statutory health and safety requirements within a placement remains with the placement organisation'.*
>
> *The main legislation which is relevant to this subject is the Health and Safety at Work, etc Act 1974, the Management of Health and Safety at Work Regulations 1999 and the Workplace (Health, Safety and Welfare) Regulations 1992.*

The programme leader will ensure that all level four placements are monitored directly by the module leader for ANM404 Working in the Animal Sector. It will be the responsibility of the module leader to ensure that the student and their workplace mentor are fully aware of their responsibilities (below) in meeting the requirements of the placement.

Student responsibilities:

- Agree with the Module Leader the suitability of the proposed workplace provider and nature of the activities to be undertaken.
- Negotiate the learning contract for the placement with the workplace employer.
- Engage and manage learning opportunities within the placement with support from the module leader.
- Ensure workplace policies and procedures are adhered to at all times and ensure familiarity with relevant policies and procedures, e.g. lone working, handling of specialist equipment and working with specific populations.
- Act responsibly and professionally within the workplace.
- Maintain a safe environment and ensure health and safety measures.
- Maintain appropriate relationships with other organisational staff, participants and volunteers.
- Maintain confidentiality at all times.
- Identify and manage learning opportunities with support from the module leader.
- Alert the workplace manager/mentor and/or the module leader to problems that may interfere with attainment of aims specified in the learning contract and/ or safety.

Employer manager / mentor responsibilities:

- Ensure completion of relevant health and safety documentation prior to commencement of the student placement.
- Agreement of the learning opportunities to be made available to the student prior to the commencement of the placement.
- Maintain regular contact with the module leader, attending mentor support study days as

required.

- Enable the student to have every opportunity to meet the agreed learning contract.
- Ensure student is fully inducted in all relevant policies and procedures to maintain a safe environment including; lone working, handling of specialist equipment and working with specific populations.
- Maintenance of a safe environment throughout the duration of the placement.
- Liaise with the module leader to discuss the student's performance at designated reference points throughout the placement.
- Completion of a witness statement / feedback sheet on completion of the placement.

Module leader responsibilities:

- Ensure that health and safety checklists and workplace profiles have taken place prior to commencement of the work placement.
- Maintain regular contact with the student and the workplace mentor/manager to discuss issues as they arise.
- Ensure that student has adequate access to learning tools and opportunities.
- Negotiate and identify learning opportunities with the student and their mentor.
- Provide modular support sessions to individual or groups of students on location.
- Maintain own development in monitoring of health and safety of placements and developing the role of the link tutor.
- Establish and encourage placement feedback from students and mentors and contribute to the development of quality assurance of placements.

The module leader will contact the placement provider initially to confirm the nature of the activities to be undertaken during the proposed placement. Thereafter contact will be made during the placement by the module leader to monitor progress. In the event of any concern expressed by either the student or their workplace mentor, the module leader will report this immediately to the programme leader who will advise on the various courses of actions open to resolve any issues. The mentor will be required to complete a witness statement / feedback sheet at the end of the placement to aid the student in the completion of their learner journal.

Welsh Medium Provision

The BSc (Hons) Equine Science and Welfare Management will be delivered through the medium of English. Submission of coursework may take place using the Welsh language should Welsh be a student's first language. This is in line with Glyndŵr University's Welsh language policy.

In order to enhance students' employment prospects in Wales, language skills in Welsh may be desirable. The University offers Welsh language modules to both staff and students and these would be promoted to the students for them to access if required.

Assessment strategy used to enable outcomes to be achieved and demonstrated

The approach to assessment has been guided by the QAA Code of Practice for the assurance of academic quality and standards in Higher Education (2006) (Section 6: Assessment of students).

The degree has been designed using explicit statements of intended learning outcomes. These have been linked to assessment criteria by which the completeness and quality of student achievement is judged. Assessment is seen by the programme team to be an integral part of effective teaching, providing valuable feedback to students on their progress and achievement.

The assessment strategy makes use of methods that most effectively assess the learning outcomes of each module. Reference has been made to Glyndŵr University's assessment guidance to facilitate deployment of a range of assessment methods. Assessment methods will align with the overall aims of the programme and include the development of disciplinary skills (such as critical evaluation at level six) and support the development of vocational competencies (such as communication or ICT skills.). The assessment practice has been designed to ensure that, in order to pass the module and / or programme, students have to demonstrate they have achieved the intended learning outcomes. The precise format of assessed work, such as reports, essays or presentations, is presented to every student in a 'module guide,' and available for every module. The guides, issued at the start of each academic year, provide students with a range of information related to that module and include all coursework, with detailed assessment criteria provided for all assignments.

Assessments methods are varied (Figure 5), designed to stretch-and-challenge all students, and to address complex and debated issues within equine science and welfare management. They are also designed so that the programme team is confident in the authenticity of student work. Formative assessment completed during the module also enables students to identify areas of work they need to develop, and informs staff of areas of weakness. Assessments will offer equality of access and take account of all current regulations and legislations in relation to diversity and inclusion, including the Disability Discrimination Act 2005. The assessment briefs issued for students will use plain language that is free from bias, and there will be no covert or overt discrimination in wording or content. Likewise there will be no barriers to achievement in the assessment requirements in terms of gender, age, race, sexual orientation and religion / belief.

All students are issued with an assessment schedule at the start of each academic year (Figure 6). The assessment schedule has been devised to minimise bunching of coursework, and is intended to help students plan ahead and organise their own study schedule to meet their individual needs. The Programme Team is committed to providing equality of opportunity for all students. Students registered with a disability or learning difference with Glyndŵr University Student Services may be eligible for additional support to take account of their individually assessed needs. This can be accessed via the Disability Team.

Figure 5. Assessment Methods BSc (Hons) Equine Science and Welfare Management

	Level 4						Level 5					Level 6				
	Foundation Zoological Science	Practical Skills for Equine Science	Working in the Animal Sector	Academic and Personal Development	Ethics and Welfare	Equine Behaviour and Cognition	Biovet Science	Application of Equine Learning Theory	Horse Human Interaction	Research methodologies	Applied Project	Appl Res Skills & Professional Development	Research Project	Advanced Animal Welfare	Equine Health and Reproduction	Animal Behaviour Modification
Case study		✓						✓								✓
Dissertation													✓			
Essay	✓								✓							
Group Project					✓											
In-class test								✓								
Logs/journals					✓											
Literature Review													✓			
Multiple Choice Questions															✓	
Oral Assessment									✓			✓		✓		
Portfolio	✓			✓			✓					✓				
Poster presentation						✓									✓	
Practical		✓														
Presentations			✓				✓	✓		✓	✓					
Reflective Practice			✓								✓					
Reports		✓				✓					✓			✓	✓	
Research Proposal										✓		✓				
Learning Contract			✓													

Figure 6. Assessment Matrix BSc (Hons) Equine Science and Welfare Management

		Level 4						Level 5 (2014-15)					Level 6 (2015-16)					
		Foundation Zoological Science	Practical Skills for Equine Science	Work Experience	Academic and Personal Development	Ethics and Welfare	Equine Behaviour and Cognition	Biovet Science	Equine Learning Theory	Horse Human Interaction	Research methodologies	Applied Project	Appl ResSkills & Professional Development	Research Skills	Research Project	Advanced Animal Welfare	Equine Health and Reproduction	Animal Behaviour Modification
9	23 Sept13	Induction/Enrolment																
10	30 Sept13	Teaching begins 30th Sept																
11	07 Oct 13																	
12	14 Oct 13																	
13	21 Oct 13																	
14	28 Oct 13			✓										✓				
15	04 Nov 13																	
16	11 Nov 13																	
17	18 Nov 13					✓												
18	25 Nov 13	✓						✓		✓						✓		
19	02 Dec 13			✓														
20	09 Dec 13									✓					✓			
21-23	16, 23, 30 Dec 13	Christmas Holiday																
24-26	06, 13, 20 Jan 14 (Directed Study)	✓				✓		✓						✓		✓		
27	27 Jan 14																	
28	03 Feb 14																	
29	10 Feb 14								✓									
30	09 Feb 14																	
31	24 Feb 14																	✓

32	03 Mar 14										✓							
33	10 Mar 14																✓	
34	17 Mar 14								✓									
35	24 Mar 14											✓						✓
36	31 Mar 14						✓				✓							
37	07 Mar 14			✓					✓			✓	✓				✓	
38-39	14 Apr 14 21 Apr 14	Easter Holiday																
40	28 Apr 14				✓		✓					✓			✓		✓	✓

Assessment regulations that apply to the programme

Academic Regulations for Bachelor Degrees, Diplomas, Certificates, and Foundation degrees apply to this programme.

For borderline classifications at least 50% of the credits at level six will fall within the higher classification, and the grade for the Research Project (SPT603) will be taken into account.

Programme Management

The Programme Leader responsible for the BSc (Hons) Equine Science and Welfare Management will be Tamsin Young. Members of the programme team will include:

Angela Winstanley
Rosie MacDiarmid
Denise Wareham
Richard Lewis
Barry Hills

The Programme Leader will have overall responsibility for the operation and development of the course. They will work closely with the various Module Leaders, Module Tutors, Personal Tutors and Administrative Support personnel to provide the day to day general academic support to students. The Programme Leader will also meet regularly with the Academic Head of Department.

Control of quality on the Equine Science and Welfare Management degree will conform to the procedures set out by Glyndŵr University's requirements for academic quality assurance, monitoring and review.

The monitoring and evaluation of academic standards will be achieved through a range of methods that will ensure the appropriateness of the learning, teaching and assessment mechanisms. These will include the External Examiner system, moderation of assessed coursework, and peer observation of teaching.

The External Examiner will be a key mechanism for quality regulation. Their input is sought prior to each module board (January and May), and during a visit to the university (usually May). They provide a written report during the Summer on their findings from the previous academic year. Feedback from the Programme Team will be sent to the External Examiner following receipt of the written report, and comments from the External Examiner's report will feed directly into the Annual Monitoring Report (AMR).

Feedback from students will also be an important mechanism for quality regulation on the degree programme. This will be achieved through the National Student Survey, Staff Student Consultative committees (SSCC), module feedback forms, and through informal tutorial discussion. Feedback from students will be acted on by incorporating their comments into Module Reports and then into the AMR and trying to follow up requests or comments where possible.

At a modular level quality management of delivery and assessment will be guaranteed through the moderation system. Assessed coursework will be moderated prior to feedback to students, and at level six all research projects will also be moderated by the external examiner. The ethics process will also help guarantee quality, in that all level six project proposals will be considered by the ethics committee prior to any data collection. Any ethics

proposals requiring corrections will be completed by the student and overseen by their supervisor. Corrected ethics proposals will be resubmitted to the board for approval before the student starts their research.

Where students interact with employers' quality systems will be implemented. At level four where students undertake work experience, the quality systems that will be used on the new degree have been found useful when used on the previous equestrian degree programme. Students will be issued with Glyndŵr paperwork to complete whilst arranging their placement. This will ensure health and safety, and will help inform the employer of the requirements of the placement and Glyndŵr's requirements in supporting the student. Feedback from the employer will be gathered during the placement through liaison with the workplace tutor, and following the placement via a simple form returned to the tutor.

The quality of teaching, learning and assessment will also be guaranteed through peer observation, and identification of staff development needs. All staff will be subject to Glyndŵr University's Peer Observation scheme, being peer-observed annually. Staff development needs will be identified during an annual review.

Ongoing staff development and research will guarantee the proposed curriculum remains underpinned by scholarly activity and research. It will also ensure teaching is underpinned through combinations of theoretical knowledge; application and practice. The programme team are research active (recent outputs include Young et al., 2012; Creighton et al., 2010), and engage in continuous scholarly activity. For example the Programme Leader presented research completed by herself and a Glyndŵr University student at the International Society of Equitation Science conference, July 2012, and during 2011-2012 the Programme Leader gained her PhD, and a member of the programme team completed her MSc. Staff members are also members of professional bodies, e.g. British Horse Society, International Society of Equitation Science, Royal college of Veterinary Surgeons, British Veterinary Association, and have active links with the equine industry e.g. Exmoor Pony Society.

Particular support for learning

Students will be encouraged to disclose any special learning needs from the outset of their entry onto the degree programme. This will be carried out done on the UCAS or direct university application form or to a tutor once they have joined the degree. The induction week that will be held at the start of the degree at level four will also provide an opportunity to 'get to know' new students and for them to reveal any learning needs they may have. The week will be a mixture of imparting information, and social events, such as the visit to Ty Mawr Country Park held in 2012. Should a special learning need be disclosed students will be directed to the Disability Team. Students have previously received help in the form of note takers in lectures, one to one help to compile coursework, or help from the team with specific needs such as Erlyn syndrome or dyslexia.

All students will have access to tutorial support throughout their degree. This will take the form of group and individual tutorials. The PDP process will also formalise the tutorial system and ensure that specific checkpoints exist (previously November, February and April), where students can obtain help should it be needed. The process will also enable tutors to support students should they feel help is necessary.

At level six the Personal and Professional Development module will serve to help students monitor their progress on the final year of the degree programme, and help prepare them for future employment. Class based activities; guest speaker input, class discussion, and input from the careers department will facilitate module delivery and engage students with the module learning aims.

Students on the proposed programme will have use of both facilities at the Northop and Wrexham campuses. The Northop campus offers students IT facilities within a specially designed computer room and through open access in the common room. There is a library on site provided by Deeside College where Glyndŵr students are able to use books for reference purposes. Students are provided; however, with a free shuttle bus between the Northop and Wrexham campuses (travelling between sites twice daily) so the Wrexham library can be made full use of. Books can be returned to the Wrexham university library on the shuttle bus without the student accompanying them. All Northop based students are also provided with access to electronic resources through the university library site, and via an Athens password. At level six students will make use of SPSS for research purposes and this IT package is available in the Northop computer room.

Students on the proposed programme will make use of the excellent equestrian facilities provided at Glyndŵr University's Northop campus for learning, teaching, assessment, and research. Use of practical equestrian facilities will not only be limited to Northop, but will also make use of the partnership arrangements currently held with external equestrian providers. They exist both within the local area, for example Merseyside Mounted Police force and various local riding schools, and nationally such as the Thoroughbred Rehabilitation Centre in Lancashire and World Horse Welfare that has centres throughout the U.K. These partnerships will ensure that students on the degree programme learn within an applied context by providing work experience opportunities and educational visits, and they potentially provide access to a variety of locations for research purposes. Glyndŵr University has appropriate health and safety procedures and insurance in place for working with animals, and procedures for gaining ethical approval for research using animals.

Equality and Diversity

The programme team have a variety of established procedures and policies with respect to the learning support mechanism available to students, which are co-ordinated with strategies in place at the Institutional level. The team will be able to draw on their considerable experience of teaching students with differing needs, particularly dyslexia, and have a proven track record of working with students from a varied educational background. If any student wishes to disclose a disability, learning difference, or particular medical need, they can get in touch with the University's Disability and Learning Support team. Services offered by this support team include educational support, welfare services, healthcare provision and disability services as well as practical services including photocopying and e-learning. The support team may choose to offer the students diagnostic testing to assess their learning needs before offering help.

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Appendix 1. BSc (Hons) Equine Science and Welfare Management (levels 4 & %) mapped against FdSc Equestrian Psychology

	Equestrian Psychology	**Equine Science and Welfare Management**
Level 4		ANM405 Foundation Zoological Science (20 credits)
	SPT443 Equine Behaviour and Welfare (30 credits)	ANM406 Ethics and Welfare (20 credits)
	SPT444 Equine Learning and Training (30 credits)	ANM407 Equine Behaviour and Cognition (20 credits)
		ANM403 Practical Skills for Equestrian Science (20 credits)
	SPT442 Working in the Equine Sector (20 credits)	ANM402 Working in the Animal Sector (20 credits)
	SPT441 Studying in Higher Education (20 credits)	SCI411 Academic and Personal Development (20 credits)
	SPT402 Introduction to Applied Sports Psychology (20 credits)	
Level 5	SPT541 Evidencing Personal Development (20 credits)	
		ANM507 Animal Bioveterinary Science (20 credits)
	SPT543 Contemporary Issues in Equestrian Psychology (30 credits)	ANM508 Horse Human interaction (20 credits)
		ANM509 Application of Equine Learning Theory (20 credits)
	SPT542 Workplace Enquiry in the Equine Sector (30 credits)	ANM511 Applied Project (40 credits)
	Option (choose one): SPT544 Research Skills (20 credits) SPT545 Equestrian Coaching (20 credits)	AUR567 Research Methodologies (20 credits)
	SPT504 Principles of Applied Sport and Exercise Psychology (20 credits)	

Appendix 2. Mapping British Horse Society Stages Examinations to the BSc (Hons) Equine Science and Welfare Management

British Horse Society Stages Examinations		**BSc (Hons) Equine Science and Welfare Management**		
Stage	**Unit**	**Level**	**Module**	**Learner Outcomes**
1	1. Brushing off horses including putting on and taking off equipment.	4	Practical Skills for Equine Science	1,2,3,4,5,6,7,8
	2. Horse Husbandry, identification and handling.	4	Practical Skills for Equine Science	1,2,3,4,5,6,7
	3. The principles of caring for horses.	4	Practical Skills for Equine Science	1,2,3,4
2	1a. Groom and plait horses and fit equipment.	4	Practical Skills for Equine Science	1,2,3,4,6,7
	1b. Fit, remove and maintain tack for exercise.	4	Practical Skills for Equine Science	1,2,3,4,5
	2a. The principles of horse health and anatomy.	4 5	Foundation Zoological Science Bioveterinary Science	1,2,3,4 5,6,7,8,9
	2b. The Principles of Shoeing, clipping and trimming horses.	4	Foundation Zoological Science	5
	3a. The principles of watering, feeding and fittening horses.	4	Practical Skills for Equine Science	1,2,3,4,5,7,8
	3b. The principles of stabling and grassland care for horses.	4	Practical Skills for Equine Science Equine Learning and Cognition	1,3 2,4
	4. Lunge a horse under supervision.	4	Practical Skills for Equine Science	1,2,3,4
3	1. Fit tack and equipment and care for the competition horse.	4	Practical Skills for Equine Science	1,2,3,4,7
	2. Horse health, anatomy and physiology.	4	Foundation Zoological Science Bioveterinary Science	7 8
	3a. The principles of feeding and fittening horses.	4	Practical Skills for Equine Science	1
	3b. The principles of stabling and grassland care for horses.	4	Practical Skills for Equine Science Equine Behaviour and Cognition	1,3,4 2,5
4	5. Principles of horse physiology	4	Equine Behaviour and Cognition Equine Health and Reproduction	2 3