

PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	
Details of accreditation by a professional, statutory or regulatory body (including link to relevant website)	Not applicable to this programme.
What type of accreditation does this programme lead to?	Not applicable to this programme.
Is accreditation in some way dependent on choices made by students?	Not applicable to this programme.
Final award/s available eg BSc/DipHe/CertHE	FdSc Equestrian Psychology Cert HE in Equestrian Psychology
Award title	FdSc Equestrian Psychology Cert HE in Equestrian Psychology
JACS 2 code	D422
UCAS code	C865
Relevant QAA subject benchmark statement/s	QAA Foundation Degree Qualification Benchmark QAA Agriculture, forestry, agricultural sciences, food sciences and consumer sciences Subject Benchmark Statements Lantra Foundation Degree Sectoral Framework for Animal Health & Welfare QAA Hospitality, Leisure, Sport and Tourism
Other external and internal reference points used to inform the programme outcomes	
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	Updated August 2012

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.

The programme team will welcome applications from all backgrounds: school or college leavers; mature students; people in industry or employment; and international students.

For entry onto this programme, we normally require the following:

- at least 4 GCSEs at grade C or above (including English/Welsh and Mathematics) or equivalent.

In addition:

- at least 120 UCAS points or equivalent, with a maximum of 60 points obtained from AS levels alone.

All applications will be made to Glyndŵr University, with each considered by the Programme Leader. Applications are welcomed from students with qualifications including the Welsh Baccalaureate, Scottish Highers, Irish Leaving Certificate, Access courses, BTEC, VCE, GNVQ, OCR, the International Baccalaureate or other overseas recognised programmes of study.

Applications are welcomed from candidates who do not possess the standard qualifications but who can demonstrate their capacity to pursue the programme successfully.

UCAS recognise British Horse Society (BHS) examinations for the purpose of awarding points for admissions. The BHS qualifications that will count towards a University place are the BHS Stage 3 Horse Knowledge and Care, BHS Stage 3 Riding and the Preliminary Teaching Test, with 35 points per qualification.

Other industrially recognised qualifications that incorporate elements of equine behaviour and rider psychology will be considered during the admissions process. These include the National Vocational Qualifications in Horse Care and the British Equestrian Federation coaching system.

Due to the diversity of students potentially seeking entry onto the programme that will include those already employed in the equine industry, a system for accreditation of prior experience or learning exists. This system is transparent, rigorous, fair and flexible and will apply both to the entry requirements of the programme and for the partial or total exemption of certain parts. In some cases, people with extensive relevant work experience or qualifications may gain exemption from some aspects of the course, but this requires detailed evidence that the learner has achieved the appropriate standard of the skills and knowledge covered in the course.

With respect to arrangements for the admission of students with disabilities and / or specific learning differences, the University has embraced the spirit and content of the Special Education Needs and Disability Act (SENDA) documentation. All programmes in the Department have a clear and effective strategy for ensuring that access on to programmes is as wide as possible for students with declared disabilities. The process is officially initiated by application, although in many cases the discussion / dialogue commences with the first enquiry at visit days.

In addition to meeting the academic requirements, applicants whose first language is not English will be required to provide evidence of competence in spoken and written English, as well as evidence of appropriate reading skills. Normally this will equate to an IELTS score of 6.0 or a TOEFL score (paper-based) of 550. Equivalent qualifications will also be considered and evaluated on an individual basis as appropriate.

Aims of the programme

The aims of the programme are:

1. To provide an intellectually challenging and vocationally-relevant programme of study in the area of equestrian psychology, which integrates theory with practice, and is informed by staff scholarship, research and professional practice.
2. To meet the needs of Foundation Degree level employees, by equipping graduates with the relevant intellectual, practical and transferable skills for the sector.
3. To provide a supportive and stimulating student-centred learning and teaching environment, enabling the development of autonomous and responsible learners.
4. To provide educational opportunities for students drawn from diverse social and educational backgrounds.

Distinctive features of the programme

The equine industry is rapidly developing from a largely manual sector into an industry meeting the needs of the horse owning / interested public. Recruitment of highly skilled and competent personnel is essential to the ongoing management and development of the industry¹. This programme is designed to equip graduates with the skills and understanding to progress within the industry and to bring scientific knowledge and principles into a rapidly modernising sector.

The programme aims to produce graduates who will have a unique understanding of the emerging sphere of equestrian psychology and where relevant the underpinning science. This phrase has been adopted to encompass an understanding of horse behaviour, equine learning and means of training the horse using both traditional and contemporary practices. It also encompasses the sports psychology of the rider and trainer enabling an understanding of the formation of the unique human-horse bond and how this can be developed to achieve success in leisure, training and competition.

Equestrian Psychology is an area of growing importance within the equine industry, with associated topics featured regularly in popular equestrian press such as 'Horse and Rider' and 'Horse and Hound' magazine, and lecture/demonstrations and short courses in contemporary training practices being held at riding centres across the country. Development of national and international research forums and societies have also increased in popularity with annual conferences such as the International Society of Equitation Science being held in Dublin during August 2008. This surge in interest over horse behaviour and the human-horse partnership has possibly stemmed from the Nation's concern over animal welfare, the growing interest in animal learning processes and sports psychology. This programme will therefore put graduates at the forefront of these changes within the equine industry having moved away from the traditional

¹ Lantra (2005) *Framework for Foundation Degrees in Animal Health and Welfare*. Warwickshire, UK: Lantra

equine studies routes.

The Foundation Degree will incorporate the essential skills and knowledge demanded by Foundation Degrees in Animal Health and Welfare (this sector covers Equine). These include technical, practical and employability skills together with an awareness of Health and Safety and sustainability. The importance placed on the creation and utilisation of the Personal Development Portfolio (PDP) throughout the programme will enable learners to reflect on the development of their skills needed for employment.

A clear emphasis on work experience exists through the level 4 module Working in the Equine Sector and the Workplace Enquiry in the Equine Sector completed at level 5. These modules, together with exposure to the sector via educational visits, an optional study tour and guest speakers, will prepare students for work in the equine industry. The strong emphasis on applied learning, within a work context, will dispel criticism frequently levied at college-based delivery of equestrian courses.

The Foundation Degree covers selected aspects of the BHS examination system (stages 1 – 4 of the Horse, Knowledge, Care & Riding and the Preliminary and Intermediate Teaching Tests). Opportunities will be made available throughout the duration of their degree for students to study for and be examined in these qualifications. In addition, there will be opportunities to take level 1 and level 2 coaching awards that are endorsed by the British Equestrian Federation UK Coaching Certificate. Students may also choose to map the skills they have gained to the Lantra Equine Skills Passport.

It is expected that students will progress to careers within the equine industry or allied to it. Those exiting the programme with a Certificate of Higher Education will have been prepared for work incorporating aspects of equestrian psychology. Examples of such employment include working for horse welfare organisations, where graduates would have opportunity to implement skills gained from the Horse Behaviour and Welfare and Equine Learning and Training modules. These skills would incorporate working directly with rescued horses where rehabilitation and training would be necessary.

The Foundation Degree will prepare graduates for careers that will draw on equestrian psychology, e.g. horse welfare charity work, coaching riders or training horses using contemporary methods, or linked to it in some way such as a career in commercial equestrian yard management. The degree will also prepare students for employment within careers allied to the equine industry for example, research and consultancy work.

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

The programme has been structured to:

- Extend for two years, although individual students may follow a part time route which extends the duration of the learning programme.
- Have a total credit value of 240 HE credits.
- Expose students to the key aspects associated with an equestrian psychology curriculum so providing graduates with the necessary knowledge, skills and competencies required to work in the profession.
- Deliver workplace-related knowledge and skills which have been identified by employers as important to current and future work in the sector.

- Stand alone as qualification in its own right, to provide opportunities to progress to a range of employment contexts at the “associate professional” level and / or a level 6 programme of study.

Programme Structure

Level 4

SPT441 Studying in Higher Education (20 credits)	SPT442 Working in the Equine Sector (20 credits)	SPT443 Equine Behaviour and Welfare (30 credits)	SPT444 Equine Learning and Training (30 credits)	SPT402 Introduction to Applied Sports Psychology (20 credits)
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Level 5

SPT541 Evidencing Personal Development (20 credits)	SPT 542 Workplace Enquiry in the Equine Sector (30 credits)	SPT 543 Contemporary Issues in Equestrian Psychology (30 credits)	SPT504 Principles of Applied Sport and Exercise Psychology (20 credits)	Option: take 20 credits from 40	
				SPT 544 Research Skills (20 credits)	SPT 545 Equestrian Coaching (20 credits)

Students are required to complete 120 credits per level. Students will be able to exit at level 4 with a Certificate of HE in Equestrian Psychology, on successful completion of 120 credits at level 4 or above, should they find themselves unable to continue on the programme.

At level 4, the 120 credits are prescribed. At level 5, 100 credits are core and the final 20 credits must be achieved by selecting one from two optional modules.

Core subjects included at both levels include:

- sport psychology
- workplace learning and enquiry
- personal development

There are three equine-specific modules at level 4, SPT 442 Working in the Equine Sector, SPT 443 Equine Behaviour and Welfare and SPT 444 Equine Learning and Training. Aspects of these are further developed within the level 5 module SPT552 Workplace Enquiry in the Equine Sector. The level 5 module, SPT543 Contemporary Issues in Equestrian Psychology, serves to draw out key issues that will cut-across all aspects of the programme.

Students will undertake compulsory study skills in level 4 in SPT 441 Studying in Higher Education and will take sport psychology, SPT 402 and SPT 504, at both levels. These modules will also be taken by students on the BSc (Hons) Sport and Exercise Sciences programme, with contextualisation provided by the Foundation Degree programme team, varying assessment and providing additional seminars to support student learning. For example in the level 4 Introduction to Applied Sport Psychology module, whilst students will

study generic Sports Psychology, seminars and assessments will focus on the horse rider and trainer and their sports psychology.

There is an element of choice at level 5, with students electing to study either SPT 544 Research Skills or SPT 545 Equestrian Coaching. The research module will be suggested to those students who are considering 'topping up' to an Honours degree.

SPT 541 Evidencing Personal Development is a module which aims to capture the holistic development of the student over the duration of the programme. This is not limited to the knowledge, skills and experiences gained through the modules but is designed to capture any related extra-curricula activity and achievement. This module seeks to accommodate the fact that the Foundation Degree students will have full use of the practical equestrian facilities and have opportunities to undertake a wide variety of related short courses, and competitions, at the Northop campus.

The programme structure has been designed to ensure the aims of the programme are met and the rationale for the degree upheld. It will give students every opportunity to progress to further study, enter employment or gain promotion within a work environment.

There are no-prerequisites between levels.

Full time delivery

Year 1 / Level 4

SEMESTER 1	SEMESTER 2
SPT441 Studying in Higher Education (Wrexham campus)	
SPT442 Working in the Equine Sector (Northop campus)	
SPT 402 Introduction to Applied Sports Psychology (Wrexham campus)	
SPT443 Equine Behaviour and Welfare (Northop campus)	SPT444 Equine Learning and Training (Northop campus)

Year 2 / Level 5

SEMESTER 1	SEMESTER 2
SPT541 Evidencing Personal Development (Northop campus)	
SPT 504 Principles of Applied Sport and Exercise Psychology (Wrexham campus)	
EITHER SPT 544 Research Skills (Wrexham campus) OR SPT 545 Equestrian Coaching (Wrexham campus)	
SPT 543 Contemporary Issues in Equestrian Psychology (Northop campus)	SPT 542 Workplace Enquiry in the Equine Sector (Northop campus)

Part time delivery

It is anticipated that the FdSc Equestrian Psychology programme will be attractive to students who wish to study on a part-time basis. This may include those who are currently working in the equine sphere and seek to enhance their skills and qualifications.

It is important that part-time students are recognised as having different needs and requirements than full time students, and the learning, teaching and assessment environment is supportive of this. Examples of specific provisions for part time students are as follows:

- All part time students will be allocated a personal tutor. This staff member will remain as personal tutor for these students throughout their level 4 and 5 programme of study. This will facilitate the development of a supportive and flexible learning environment, whereby the needs of the students will be met.
- Part time students will go through a specifically tailored induction programme in year 1 of their study (in conjunction, at various times, with part time students on the BSc (Hons) Sport and Exercise Sciences and BA (Hons) Sports Coaching degrees). In each subsequent academic session, part time students will have a specific orientation and module choice session, led by their personal tutor. Additionally, they will engage with the Personal Development Portfolio (PDP) process to support their progress through the programme.
- The University's Virtual Learning Environment (Moodle) is used in the delivery of the programme in a variety of ways such as discussion forums, communicating within the cohort and as a repository for course documents and lecture presentations. Moodle will also be used to support the needs of part time students. As an example of this, part time students will be able to submit assignments through Moodle if the submission date falls

on a day that they are not normally scheduled to attend a module.

- 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. This route will depend on the timeframe for completion but for the purposes of illustration, an indicative 4 year-route could be:

Part time students will study 60 credits per year, as follows:

Year 1			Year 2		
LEVEL 4			LEVEL 4		
SPT441	Studying in Higher Education	20	SPT 443	Equine Behaviour and Welfare	30
SPT 442	Working in the Equine Sector	20	SPT 444	Equine Learning and Training	30
SPT 402	Introduction to Applied Sports Psychology	20			

Year 3			Year 4		
LEVEL 5			LEVEL 5		
SPT542	Workplace Enquiry in the Equine Sector	30	SPT541	Evidencing Personal Development	20
SPT543	Contemporary Issues in Equestrian Psychology	30	SPT504	Principles of Applied Sport and Exercise Psychology	20
			EITHER		
			SPT544	Research Skills	20
			OR		
			SPT545	Equestrian Coaching	20

Intended learning outcomes of the programme

The programme provides opportunities for learners to achieve the following outcomes that have been taken from the Foundation Degree Qualification benchmark statements². Reference has also been made to the subject benchmark statements for Agriculture, forestry, agricultural sciences, food sciences and consumer sciences.

On completion of the programme, graduates should be able to demonstrate:

(A) Knowledge and understanding

- A1. A critical understanding of the development of knowledge within the area of equestrian psychology (equine behaviour, learning and welfare, equine training, sports psychology and work based learning and enquiry).
- A2. Critically analyse information and propose solutions to problems within the study of equestrian psychology and in a work context.
- A3. An understanding of the need for both a multi- and inter-disciplinary approach to the study of equestrian psychology, and the acquisition of knowledge and skills from research, practice and professional experience.

² The Quality Assurance Agency for Higher Education (2004) *Foundation Degree Qualification Benchmark*. Mansfield, U.K.: The Quality Assurance Agency for Higher Education.

- A4. Acquisition, interpretation and analysis of information and experience relevant to equestrian psychology through research and problem-solving activities, within both an academic and vocational context.
- A5. Integration of theory, investigation and field work and the development of principles into practice.
- A6. Consideration of continuing change and development of the subject.

(B) Intellectual Skills

- B1. Apply theoretical concepts and principles of equestrian psychology in a work context.
- B2. Recognise and use appropriate theories, concepts and principles from a range of disciplines.
- B3. Collection and integration of evidence and application to an argument
- B4. Analyse information and synthesise and summarise the outcomes
- B5. Application of knowledge and understanding to address familiar and novel problems
- B6. Undertake further training, develop existing skills, and acquire new competencies that will enable the students to assume responsibility within organisations
- B7. The ability to utilise opportunities for lifelong learning.
- B8. An understanding of the limits of their knowledge and how this influences analysis and interpretation based on knowledge in their field of study and in a work context.

(C) Practical Skills

- C1. To develop equestrian skills (horse handling, horse behaviour and aspects of stable management)
- C2. To work safely with due regard for horse welfare.
- C3. Collection and recording of information or data in the library or field and summarising using appropriate qualitative and / or quantitative techniques
- C4. Planning and undertaking field investigations in a responsible and safe manner, paying due attention to risk assessment, ethics, relevant health and safety regulations, legal requirements, and sensitivity of the impact of investigations on the environment and stakeholders.
- C5. Planning, conducting and reporting on investigations including the use of secondary data

(D) Transferable/key skills

- D1. Qualities and transferable skills necessary for employment and progression to other qualifications requiring the exercise of personal responsibility and decision-making.
- D2. Application of knowledge in equine behaviour and training and related skills to the work context.
- D3. Demonstrate the main methods of enquiry within equestrian psychology and critically evaluate their appropriateness when solving theoretical and practical problems.
- D4. Effectively communicate information, arguments and analysis to a varied audience.
- D5. Contribute constructively to group discussions, listening to, appreciating and evaluating the views of others.
- D6. To work and communicate as part of a team, planning, allocating and evaluating the work of self, individuals and teams.
- D7. To utilise relevant ICT to support the learning process, data handling and presentation of results.
- D8. To learn and study independently and take responsibility for management of independent investigation and learning.
- D9. To plan time effectively and work to deadlines.
- D10. Appreciating the need for professional codes of conduct where applicable.
- D11. Developing the skills necessary for self-management and lifelong learning working independently, time management and organisation skills

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

A) Knowledge and Understanding

<i>Yr</i>	<i>Module Title</i>	<i>Core/ Option</i>	A1	A2	A3	A4	A5	A6
<i>Lev 4</i>	SPT441 Studying in Higher Education	Core						
	SPT442 Working in the Equine Sector	Core	✓	✓	✓	✓	✓	
	SPT443 Equine Behaviour and Welfare	Core	✓	✓	✓	✓	✓	✓
	SPT444 Equine Learning and Training	Core	✓	✓	✓	✓	✓	✓
	SPT402 Introduction to Applied Sports Psychology	Core	✓	✓	✓	✓	✓	
<i>Lev 5</i>	SPT541 Evidencing Personal Development	Core	✓	✓	✓	✓	✓	✓
	SPT542 Workplace Enquiry in the Equine Sector	Core	✓	✓	✓	✓	✓	✓
	SPT543 Contemporary Issues in Equestrian Psychology	Core	✓	✓	✓	✓		✓
	SPT544 Research Skills	Core	✓	✓	✓	✓		
	SPT555 Equestrian Coaching	Option	✓	✓		✓	✓	✓
	SPT504 Principles of Applied Sport and Exercise Psychology	Option	✓	✓	✓	✓	✓	✓

B) Intellectual Skills

	<i>Module Title</i>	<i>Core/ Option</i>	B1	B2	B3	B4	B5	B6	B7	B8
<i>Lev 4</i>	SPT441 Studying in Higher Education	Core							✓	✓
	SPT442 Working in the Equine Sector	Core	✓		✓		✓	✓	✓	✓
	SPT443 Equine Behaviour and Welfare	Core		✓	✓	✓	✓			
	SPT444 Equine Learning and Training	Core	✓	✓	✓	✓	✓			
	SPT402 Introduction to Applied Sports Psychology	Core		✓	✓	✓				
<i>Lev 5</i>	SPT541 Evidencing Personal Development	Core	✓	✓	✓	✓	✓	✓	✓	✓
	SPT542 Workplace Enquiry in the Equine Sector	Core	✓	✓	✓	✓	✓		✓	✓
	SPT543 Contemporary Issues in Equestrian Psychology	Core		✓	✓	✓	✓			✓
	SPT544 Research Skills	Core		✓	✓	✓	✓	✓	✓	
	SPT555 Equestrian Coaching	Option	✓	✓	✓	✓	✓	✓	✓	✓
	SPT504 Principles of Applied Sport and Exercise Psychology	Option			✓	✓	✓			✓

C) Practical skills

Yr	Module Title	Core/ Option	C1	C2	C3	C4	C5
Lev 4	SPT441 Studying in Higher Education	Core				✓	
	SPT442 Working in the Equine Sector	Core	✓	✓	✓		
	SPT443 Equine Behaviour and Welfare	Core	✓	✓	✓	✓	✓
	SPT444 Equine Learning and Training	Core	✓	✓	✓		
	SPT402 Introduction to Applied Sports Psychology	Core					
Lev 5	SPT541 Evidencing personal development	Core	✓	✓	✓	✓	✓
	SPT542 Workplace Enquiry in the Equine Sector	Core			✓	✓	✓
	SPT543 Contemporary Issues in Equestrian Psychology	Core					
	SPT544 Research Skills	Core			✓	✓	
	SPT555 Equestrian Coaching	Option	✓	✓	✓	✓	✓
	SPT504 Principles of Applied Sport and Exercise Psychology	Option			✓		

D) Transferable / key skills

Yr	Module Title	Core/ Opt	D1	D2	D3	D4	D5	D6	D7	D8	D9	D 10	D 11
Lev 4	SPT441 Studying in Higher Education	Core	✓			✓			✓	✓	✓	✓	✓
	SPT442 Working in the Equine Sector	Core	✓	✓		✓	✓	✓		✓	✓	✓	✓
	SPT443 Equine Behaviour and Welfare	Core		✓	✓	✓	✓		✓	✓	✓	✓	✓
	SPT444 Equine Learning and Training	Core		✓	✓	✓	✓	✓	✓	✓	✓		✓
	SPT 402 Introduction to Applied Sports Psychology	Core				✓	✓	✓	✓	✓	✓		✓
Lev 5	SPT541 Evidencing personal development	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SPT542 Workplace Enquiry in the Equine Sector	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SPT543 Contemporary Issues in Equestrian Psychology	Core		✓	✓	✓			✓	✓	✓		✓
	SPT544 Research Skills	Core			✓	✓	✓	✓	✓	✓	✓		✓
	SPT555 Equestrian Coaching	Opt	✓	✓		✓			✓	✓	✓	✓	✓
	SPT504 Principles of Applied Sport and Exercise Psychology	Opt	✓			✓	✓			✓	✓		✓

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

The learning and teaching 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 in the class, equine setting and in the workplace;
- (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.

The adopted teaching and learning philosophy will be in line with the University expectations - the focus will be on learning, with deployment of teaching methods that promote effective student learning, self-development and reflection, with assessment and study activities taking place inside and outside class. This ensures we can deliver on our philosophy of 'learning through hands-on experience' and 'relating theory to practice'. The balance of lecture to tutorial/practical time is a deliberate effort to allow theoretical and generic knowledge taught in lectures to be given context and meaning in real world scenarios.

The programme team is aiming for applied and experiential learning to constitute at least 50% of the course. Activities will be designed that are realistic, relevant, rigorous and appropriately sequenced. An appropriate balance of group and individual activity will be provided that will promote independent learning, but also encourage sharing experiences and knowledge and establishing interpersonal skills. Substantial emphasis will be given to the clarity of feedback to enable students to analyse their own development and identify their own learning needs.

All Equestrian Psychology students will have a user account on Moodle which will give them access to a wide variety of information. Current usage of Moodle by staff includes:

- Announcements: Lecturers use the VLE to post important information, such as changes to teaching rooms, resit information, guest lecturer updates, or news about seminars and other events.
- Course information: The VLE hosts the online version of their module handbook as well as key regulations for each level of study.
- Module information: Each module has its own space. There is a wide range of information, including the module handbook, past exam papers, worked seminar solutions and other relevant information.
- Lecture notes and other learning resources

Lecture notes will be made available to students either 24 hours before or immediately after the lecture. The VLE is also used to allow student access to multimedia displays and documents such as diagrams and handouts. The VLE module area includes links to online resources, such as library information systems and useful websites.

- **Module feedback**

The VLE is also used to allow students to provide anonymous feedback to module organisers.

- **Discussions and Group work**

Online discussions are used in two ways:

- via the Discussion board, where students may contribute in sequence (asynchronously) as and when they log on to the VLE. The lecturer can suggest topics and lead and moderate the discussions and/or students may be allowed to create their own discussion threads.
- through live discussion using Virtual Classroom, where module participants logon at the same time and discuss a topic, a diagram or a website in real time (synchronously).

The Department's policy of working with the University's Library to provide the best possible on-line information services to students will be maintained. A full list of useful sources of information, including electronic journals, will be detailed in the Student Handbook.

The programme team has a variety of established procedures and policies with respect to student diversity. 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 varied educational backgrounds, in addition to mature students. If any student wishes to disclose a disability, learning difference, or particular medical need, there is a Department-based Co-ordinator in place to discuss these issues. The Co-ordinator is able to direct students to the wide range of additional support services available within Glyndŵr University Disability and Learning Support Team.

As part of the Department's policy on retention, students are required to attend all timetabled sessions and, in those instances where they are unable to do so, they are expected to inform the Administrative Assistant with responsibility for registers and retention.

Timetabled sessions will occur at both Wrexham and Northop in addition to off-site visits. An indication of the programme delivery is included below. Sessions will be scheduled so that teaching at Wrexham will occur on one day, with the remainder of delivery either at Northop or off-site. It is anticipated students will also spend time working independently on both campuses, with the main library resources located at the Edward Llwyd Centre on the Wrexham campus. Electronic journals and use of the VLE will also ensure students can also adopt flexible working arrangements.

Work Based Learning

Throughout the programme there is a strong 'employability' focus, as exposure to the work environment is an integral part of the degree programme and is prevalent at both levels of study. The team has adopted the approach that learning in the workplace takes many forms 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 are two specific workplace modules, SPT442 Working in the Equine Sector and SPT542 Workplace Enquiry in the Equine Sector. One of the unique aspects of the proposed programme is to provide opportunity to exploit the onsite equine unit at Northop. In addition, there are a wide number of potential work placement partners, all of which have close

working relationships with the programme team.

These include:

- Richard Owen, Veterinary Clinic, St. Asaph
- Leahurst Veterinary Hospital, Wirral
- Cheshire Centre of Equine Hydrotherapy, Wirral
- Marian Bach Eventing Centre, Babel
- Merseyside Mounted Police, Liverpool
- Dyfnog Stud, Denbigh
- Foxes Riding School, Wirral
- Clwyd Special Riding Centre, Llanfynydd

The management of workplace learning is undertaken in accordance with the QAA Code of Practice for the assurance of academic quality and standards in higher education Section 9: Work-based and placement learning (QAA, 2007). 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 4 placements are monitored directly by the module leader for SPT442 Working in the Equine Sector. It will be the responsibility of the module leader for SPT442 to ensure that the student and their workplace mentor are fully aware of their responsibilities, as outlined below, in meeting the requirements of the placement. Specifically:

Student:

- Agree with the Module Leader the suitability of the placed 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 provider.
- 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 their 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:

- 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 student to have every opportunities 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.
- Complete a witness statement on completion of the placement.

Module leader:

- 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 monthly (more frequently if the placement occurs over an intensive time frame) 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 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 at the end of the placement to aid the student in the completion of their learner journal.

Learning about the workplace is not, however, limited to the level 4 workbased module. It is embedded throughout the entire programme of study, so maximising learning within a work context. This will include role plays, scenario work, exposure to guest speakers and going on educational visits. Selected examples to illustrate this approach are as follows:

- SPT443 Equine Behaviour and Welfare – practical observations and investigations of equine behaviour in a range of equestrian settings (e.g. equine unit, a racing stable or a competition yard)
- SPT444 Equine Learning and Training – development of a range of practical equestrian skills at the Northop campus, application of theory and practice to 'real-life' training situations (e.g. training of horses to load into a trailer) and site visits (e.g. to mounted police divisions to investigate training of police horses)
- SPT541 Evidencing Personal Development – interview with industry employers
- SPT542 Workplace Enquiry in the Equine Sector – investigation of workplace issues through a consultancy activity in an equine setting (e.g. implementing the new UKCC standards within a local riding school)
- SPT543 Contemporary Issues in Equestrian Psychology – attendance at training clinics and lecture demonstrations to engage, first hand, with the latest contemporary training

methods

- SPT545 Equestrian Coaching – undertake coaching practise and observe riders being coached in a range of settings
- SPT504 Principles of Applied and Exercise Psychology – guest speakers to include competition and leisure riders and those riding with a disability

This approach is in line with the QAA Code of Practice (2007, paragraph 14), which embraces a wide variety of experiences, describing “*learning which is integral to a higher education programme and which normally derives, in part, from experiences in the workplace. It is learning which is achieved and often demonstrated through work and is intended to meet both work and personal development objectives. It can range from a student taking one module within a programme to an entire programme that has, as its core, activities designed around the individual’s occupation*”.

Welsh Medium

Whilst the programme is delivered through the medium of English, students are entitled to submit assessments in Welsh.

Assessment strategy used to enable outcomes to be achieved and demonstrated

The primary goal in designing an assessment schedule is to select methods which most effectively assess the learning outcomes of each module and which assist students in developing their learning. In addition, assessment methods align with the overall aims of the programme and include the development of disciplinary skills (such as critical evaluation or problem solving) and support the development of vocational competencies (such as particular communication or team skills.). Assessments are designed to stretch and challenge all students and to address complex and debated issues within the equestrian psychology arena. They are also designed so that the programme team is confident in the authenticity of student work.

The programme team recognises that there is scope for both flexibility and innovation in the use of different assessment methods. Reference has been made to Glyndŵr University’s ‘Assessment Guidance’ to facilitate deployment of a range of assessment methodologies. The precise format of assessed work, such as reports, essays or presentations, is presented in a ‘module guide’, 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.

The course has been designed to offer equality of access and takes account of all current regulations and legislations in relation to diversity and inclusion. Given that there is no requirement to demonstrate practical riding competence, assessments are structured so that they do not discriminate on the grounds of disability or previous ability.

All students are issued with an assessment schedule at the start of each academic year:

Indicative Assessment Schedule for Level 4 Modules

Wk	Date		Wk	Date	
0	22 Sept 08	Induction/Enrolment	13	12 Jan 09	
1	29 Sept 08	Teaching begins 29 th Sept.	14	19 Jan 09	SPT443 Equine Behaviour and Welfare CW 2
2	06 Oct 08		15	26 Jan 09	
3	13 Oct 08		16	02 Feb 09	
4	20 Oct 08		17	09 Feb 09	
5	27 Oct 08		18	16 Feb 09	
6	03 Nov 08		19	23 Feb 09	
7	10 Nov 08		20	02 Mar 09	
8	17 Nov 08	SPT443 Equine Behaviour and Welfare CW 1	21	09 Mar 09	SPT444 Equine Learning and Training CW 1
9	24 Nov 08		22	16 Mar 09	
10	01 Dec 08	SPT442 Working in the Equine Sector CW 1	23	23 Mar 09	SPT402 Introduction to Applied Sport Psychology CW 2
11	08 Dec 08	SPT402 Introduction to Applied Sport Psychology CW 1	24	30 Mar 09	
12	15 Dec 08	Teaching ends 19 th Dec.		06 Apr 09	Easter Holiday
	22 Dec 08	Christmas Break		13 Apr 09	
	29 Dec 08			20 Apr 09	
	31 Dec 07		25	27 Apr 09	
			26	04 May 09	
			27	11 May 09	SPT444 Equine Learning and Training
			28	18 May 09	
			29	25 May 09	SPT441 Studying in HE

This has been devised to minimise bunching of coursework and has been designed to help students plan ahead and organise their own study schedule to meet their individual needs.

All written coursework is moderated. In addition, oral work (for example, presentations, 1-to-1 vivas and interviews) are subject to both standardisation and moderation scrutiny. All oral assessments are videoed for consideration by both the moderator and the External Examiner.

Assessment regulations that apply to the programme

Glyndŵr University academic regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees will apply to this programme.

Programme Management

The Programme Leader has 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 monthly with the other Department Programme Leaders.

The Programme Team will be responsible for devising a full induction programme, starting with 'Fresher's Week', with phased induction activities scheduled until week 5. As the Programme Team will include key personnel operating at both the Northop and Wrexham campuses, they must attend monthly briefing sessions run by the Academic Head of Department.

Control of quality on the programmes conforms to the procedures set out by Glyndŵr University's requirements for academic quality assurance, monitoring and review.

The monitoring and evaluation of academic standards year-on-year will also be achieved through the External Examiner system in addition to formal programme monitoring and evaluation. Further, the Programme Leader monitors the day-to-day operations, with input as necessary from student representatives. This is formalised in a staff-student liaison committee, which meets at least once per semester. Student representatives are invited to provide feedback on: programme stewardship, organisation and administration; learning, teaching and assessment methods; Institute resources and services; and the overall student experience. Minutes of all meetings are published on the year noticeboard and made available online via Moodle.

In addition, all students complete monitoring and evaluation at both the programme and modular level (via the Student Perception of Programme Questionnaires and Student Perception of Module Questionnaires). Student feedback is also gathered through the personal tutor system, along with informal half yearly reviews in each module. The relationship between staff and students is such that feedback is regularly invited and offered.

There are a range of mechanisms in place to ensure the appropriateness of the learning, teaching and assessment mechanisms - from peer observation to moderation – which is further enhanced by the collective and collaborative approach adopted by the Programme Team to curriculum design, delivery and assessment. The Team are always looking for new ways to assure and enhance the quality of their programmes, their policies and procedures. Through a series of scheduled Away Days, there is regular attention given to maintaining and raising standards. All staff will be subject to Glyndŵr University's Peer Observation scheme, being peer-observed biannually. Staff development needs will be identified and actioned through the annual staff appraisal process.

Workplace mentors will be invited annually to share their experiences at an employers' forum and there will be regular dialogues, including site visits to the host organisation. The purpose of the forums will be to identify any issues with the programme, to consult employers on specific proposals, to monitor and evaluate the mentoring arrangements, to consider proposals for increased employer involvement including the possibility of employer involvement in assessment. All employers will be invited to complete an annual employer perception of course questionnaire, the outcomes of which will be reported within the programme's annual monitoring report (AMR).

Particular support for learning

Supportive formative and summative feedback to students is an important element of the learning process. All students will be allocated a personal tutor who is a member of staff teaching on the programme. 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.

Students will be directed to draw on support which includes, at Department level, study skills sessions, and at University level, career development sessions and activities.

In keeping with the University's Policy, all students will engage with the Personal Development Planning (PDP) process at both levels. This seeks to foster active dialogue between staff and students, with formalised PDP checkpoint meetings to review progress. The emphasis is on the development of 'study skills', with the core module 'Studying in HE' used to introduce PDP to all students.

Equality and Diversity

As part of the University's Disability Policy, students with a physical disability or learning difference are encouraged to contact the University Disability Adviser to ensure their needs are acknowledged formally. The outcome of such an assessment could result, for example, in additional time being allowed for examinations, or the provision of further learning support.