PART TWO PROGRAMME SPECIFICATON

1	**Awarding body**
	Glyndŵr University
2	**Teaching institution**
	Glyndŵr University
3	**Award title**
	BSc (Hons) Equine Science and Management
4	**Final awards available**
	BSc (Hons) Equine Science and Welfare Management BSc (Ord) Equine Science and Welfare Management Dip HE Equine Science and Welfare Management Cert HE Equine Science and Welfare Management
5	**Professional, Statutory or Regulatory Body (PSRB) accreditation**
	N/A
6	**JACS3 code**
	D422 (Equine Studies)
7	**UCAS code**
	BSc (Hons) Equine Science and Welfare Management D422
8	**Relevant QAA subject benchmark statement/s**
	QAA Biosciences, Agriculture, Horticulture, Forestry, Food and Consumer Sciences (2016)
9	**Other external and internal reference points used to inform the programme outcomes**
	British Horse Society, Lantra
10	**Mode of study**
	Full & part time
11	**Language of study**
	English

12 Criteria for admission to the programme

Standard entry criteria

The University's admissions policy is detailed here
https://www.glyndwr.ac.uk/en/Howtoapply/Admissionspolicies/.

UK entry qualifications

The University's entry requirements are set out at
http://www.glyndwr.ac.uk/en/Undergraduatecourses/UCAStariffchange2017/
112 UCAS Tariff points at GCE A level or equivalent. Appropriate AS level and level 3
Key Skills qualifications will also be considered. At least four GCSEs at grade C
(including English and Maths). An equestrian background is necessary.

International entry qualifications

Qualifications outlined on the National Academic Recognition and Information Centre
(NARIC) as equivalent to the above UK entry qualification.

Programme specific requirements

An equestrian background is required. This may be achieved from formal training such
as preparation for British Horse Society or Pony Club examinations, or from an informal
means such as riding or keeping horses for leisure purposes.

Non-standard entry criteria
(e.g. industry experience)

Applicants with non-standard entry criteria may be invited to interview.

UCAS points may be counted from a variety of qualifications such as:
Welsh / International & European Baccalaureates
BTEC/EDEXCEL National Diplomas / Certificates
Scottish Advanced Higher level qualifications
British Horse Society examinations

Industry relevant experience will also be considered and will be discussed at interview.

English language requirements

The University's English language requirements are set out at
http://www.glyndwr.ac.uk/en/Howtoapply/Readytoapply/
Guidance – Please tick the criteria that apply to this programme

✓ **Undergraduate**

In addition to the academic entry requirements, all applicants whose first language is
not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see
http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/ for details),
including IELTS, with an overall score of 6.0 and no component below 5.5.

International students require a UKVI Approved Secure English Language Test (SELT),
achieving an overall score of 6.0 with no component below 5.5 (please see
http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirem
ents/ for details). If arranging a test, applicants must ensure they book an 'IELTS for
UKVI' test. For further information see: http://takeielts.britishcouncil.org/ielts-ukvi/book-

Applicants are asked to note that only an *IELTS for UKVI* test result will be accepted.

13 Recognition of Prior (Experiential) Learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University General Regulations.

14 Aims of the programme

The aims of the programme are::

- To provide students with a detailed understanding of equine science, management of horses, their 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 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.

15 Distinctive features of the programme

We intend to continue to provide a BSc (Hons) Equine Science and Welfare Management, but have taken this opportunity to review the modules offered and to include closer links with the British Horse Society (BHS) syllabus where possible. Such links will increase the credibility of the programme within the equine industry and graduates' chances of gaining employment within the sector where both theoretical knowledge and vocational skills are 'a must'. The academic rigour and substantial biological science core of the degree will remain of the highest importance, and the welfare theme prevalent within the programme will continue to be a key feature. The degree recognises the public's concern for animal welfare which is being embraced by the equine industry (Rollin, 2011), and such a theme grounds this degree within the welfare ethos of programmes offered at the Northop campus.

Equine undergraduates at the Northop campus are offered free BHS training to prepare them for BHS stages examinations, and £100 towards an exam of choice. Such an incentive has been welcomed by students, although is entirely optional for them, and has motivated vocational training alongside their degree. Such a distinctive feature of the degree will remain and together with closer mapping of modules against BHS stages will 'shape' graduates for work in the industry. The degree has also been

influenced by the findings of reports written by Lantra (e.g. Lantra, 2011) which identify key knowledge and skills required by the industry in the future.

The degree has also been shaped by research findings stemming particularly from the work of International Society of Equitation Science (ISES). ISES unites 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). By grounding some of the modules in contemporary findings and recent ideas, such as equitation science which challenges the way we train horses, the distinctive nature of this degree is recognised. The degree provides students with a unique blend of traditional ideas and practices, and the opportunity to embrace contemporary thinking.

Delivery of the degree is supported through the provision of an on-site BHS approved equestrian yard. These facilities are also used for BHS stages training, and by the Glyndŵr University Equestrian Club that compliments the degree. In addition, we have good links with the equestrian industry both locally and beyond. Riding schools, welfare and rehabilitation centres, stud farms and racing stables are examples of those who have provided students with work experience placement opportunities. Guest speakers who have come to the University to lecture to students have included representatives from the Riding for the Disabled, equine behaviourists and feed merchants. Such links are valuable in strengthening student understanding of the industry they intend to be a part of and in knowledge and skill development. A key feature of this degree is that students are expected to graduate with additional skills and qualifications to offer future employers. At level six in the Applied Research Skills and Professional Development module, students are encouraged to complete additional qualifications / experience outside of the degree so they complete their programme with a more 'rounded experience'. This should dispel recent criticism of equine graduates suggesting they lack practical skills and thus are not employable (Lantra, 2011).

A final feature of the degree to note is the diversity of 'up to date' expertise staff delivering the programme can offer. The team comprises of academic staff involved in research e.g. the Programme Leader published a paper (2015) on heart rate synchronicity in humans and horses, staff who alongside University teaching are directly involved in the equestrian industry e.g. a lecturer qualified to BHSI level who trains clients for affiliated competitions, British Horse Society (BHS) exams and breeds Connemara ponies and a member of staff qualified as an animal behavioural counsellor who has experience of training a wide range of animal species including horses.

16 Programme structure narrative

The proposed programme (Figure 1) will be delivered over three years approximately three days a week if studied on a full-time basis, and over five years two days a week if studied part time. Part time students will follow a specific route through the modules (Figure 2) that ensures that they will study them in a sequence that will provide them with the necessary skills, competencies and knowledge to take other modules within that level. During year 2 students study level 4 and 5 modules concurrently as permitted under sections 3 (5.3) of the Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees.

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

Year 1 (Level 4)

Semester one	Semester two
ANM412 Biological Concepts (20 credits)	
SC1411 Academic & Personal Development (20 credits)	
ANM415 Stable Management 1 (20 credits)	
ANM407 Equine Behaviour & Cognition (20 credits)	

Year 2 (Levels 4 & 5)

Semester one	Semester two
ANM413 Professional Practice (20 credits)	
	ANM406 Ethics & Welfare (20 credits)
ANM513 Anatomy & Physiology (20 credits)	
ANM517 Stable Management 2 (20 credits)	

Year 3 (Level 5)

Semester one	Semester two
ANM516 Nutrition & Feeding Practice (20 credits)	ANM515 Learning & Training (20 credits)
ANM518 Equine Health & Fitness (20 credits)	AUR567 Research Methodologies (20 credits)

Year 4 (Level 6)

Semester one	Semester two
ANM609 Stress & Animal Welfare (20 credits)	ANM610 Equine Reproduction & Young-stock Management (20 credits)
ANM601 Animal Behaviour Modification (20 credits)	

Year 5 (Level 6)

Semester one	Semester two
ANM608 Research Skills & Professional Development (20 credits)	
SPT603 Research Project (40 credits)	

All modules are core and there are no optional modules or pre-requisites on the 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).

Those wanting to exit with an Ordinary degree need to gain 60 credits at level 6. They do not need to complete Research Skills & Professional Development or the Research Project.

Employability
Throughout the degree and particularly at levels four and five 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 a Professional Practice module, and at levels four and five they complete practical skill modules. The team has adopted the approach that learning in the workplace takes many forms e.g. work experience, educational visits, practical work, and use of the Equestrian yard. The approach seeks to ensure that students are 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.

During the Professional Practice module delivered at level four, students are 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.

Tutorial Support
In addition to formal module delivery all students on the 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, and include activities such as goal setting and Curriculum Vitae development.

17 Programme structure diagram

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

Level 4					
Mod title	Biological Concepts	Mod title	Equine Behaviour & Cognition	Mod title	Professional Practice
Semester	1 & 2		1		1 & 2
Mod code	ANM412	Mod code	ANM407	Mod code	ANM413
New/Existing	New	New/Existing	Existing	New/Existing	New
Credit value	20	Credit value	20	Credit value	20
Core/Option	Core	Core/Option	Core	Core/Option	Core
Mod leader	Fernando da Mata	Mod leader	Tamsin Young	Mod leader	Denise Yorke
Mod title	Academic & Personal Development	Mod title	Stable Management 1	Mod title	Ethics & Welfare
Semester	1 & 2		1 & 2		2
Mod code	SCI411	Mod code	ANM415	Mod code	ANM406
New/Existing	Existing	New/Existing	New	New/Existing	Existing
Credit value	20	Credit value	20	Credit value	20
Core/Option	Core	Core/Option	Core	Core/Option	Core
Mod leader	Denise Yorke	Mod leader	Amy Bannister	Mod leader	Angela Winstanley

Level 5					
Mod title	Anatomy & Physiology	Mod title	Stable Management 2	Mod title	Learning & Training
Semester	1 & 2		1 & 2		2
Mod code	ANM513	Mod code	ANM517	Mod code	ANM515
New/Existing	New	New/Existing	New	New/Existing	New
Credit value	20	Credit value	20	Credit value	20
Core/Option	Core	Core/Option	Core	Core/Option	Core
Mod leader	Fernando da Mata	Mod leader	Amy Bannister	Mod leader	Angela Winstanley
Mod title	Nutrition & Feeding Practice	Mod title	Research Methodologies	Mod title	Equine Health & Fitness
Semester	1		2		1
Mod code	ANM516	Mod code	AUR567	Mod code	ANM518
New/Existing	New	New/Existing	Existing	New/Existing	New
Credit value	20	Credit value	20	Credit value	20
Core/Option	Core	Core/Option	Core	Core/Option	Core
Mod leader	Tamsin Young	Mod leader	David Skydmore	Mod leader	Tamsin Young

Level 6

Mod title	Research Project	Mod title	Research Skills & Professional Development	Mod title	Animal Behaviour Modification
Semester	1 & 2		1 & 2		1 & 2
Mod code	SPT603	Mod code	ANM608	Mod code	ANM601
New/Existing	Existing	New/Existing	New	New/Existing	Existing
Credit value	40	Credit value	20	Credit value	20
Core/Option	Core	Core/Option	Core	Core/Option	Core
Mod leader	Tamsin Young	Mod leader	Tamsin Young	Mod leader	Angela Winstanley
Mod title	Stress & Animal Welfare	Mod title	Equine Reproduction & Young-stock management		
Semester	1		2		
Mod code	ANM609	Mod code	ANM610		
New/Existing	New	New/Existing	New		
Credit value	20	Credit value	20		
Core/Option	Core	Core/Option	Core		
Mod leader	Tamsin Young	Mod leader	Fernando da Mata / Amy Bannister		

18 Intended learning outcomes of the programme

	Undergraduate				
	Knowledge and understanding				
	Level 4	Level 4	Level 5	Level 6	Level 6 Honours Degree
A1	Concepts, principles and theories in Equine Science and Welfare Management	Demonstrate knowledge of the fundamental concepts, principles and theories in Equine Science and Welfare Management	Appraise the concepts, principles and theories in Equine Science and Welfare Management and the way in which those principles have developed.	Demonstrate a critical understanding and explanation of the concepts, principles and theories in Equine Science and Welfare Management	Demonstrate a critical understanding and application of the concepts, principles and theories in Equine Science and Welfare Management
A2	Continuing change within Equine Science and Welfare Management	Identify areas of continuing change and development of the subject.	Evaluate continuing change and development of the subject.	Identify and critique current gaps in knowledge and or understanding and current issues in relation to animal behaviour, welfare and legislation	Demonstrate a critical understanding and knowledge of current issues of wider concern in relation to animal behaviour, welfare and legislation
A3	Mathematics and statistics skills	Demonstrates basic numeracy and understanding of statistical manipulation of data related to scientific problems.	Undertake more advanced numerical, mathematical and statistical skills and their applications in scientific investigation.	A critical understanding of essential knowledge of mathematics and statistics and its applications in scientific investigation.	A critical understanding of essential knowledge of mathematics and statistics and its applications in scientific investigation. Applies a range of specialist mathematical and statistical skills as appropriate to the specialist subject area

	Intellectual skills				
		Level 4	Level 5	Level 6	Level 6 Honours Degree
B1	Academic communication and presentation	Demonstrate basic academic communication and presentation skills	Evaluate effective academic communication and presentation skills	Demonstrate extensive academic communication and presentation skills	Demonstrate professional academic communication and presentation skills
B2	Research and literature	Demonstrate an awareness of academic literature and citation/referencing, perform searches for relevant information	Evaluate academic literature and correctly cite/reference using the relevant style, perform searches for relevant information	Demonstrate a full understanding of academic literature and correctly cite/reference using the relevant style. Critically evaluate the usefulness of Scientific literature	Demonstrate a full understanding of academic literature and correctly cite/reference using the relevant style. Critically evaluate the usefulness of scientific literature and show a strong ability to locate key information.
B3	Knowledge application	Demonstrate ability to organise and appraise the knowledge and understanding of the essential scientific facts, concepts and theories relating to the subject	Appraise and organise the knowledge and understanding of the essential scientific facts, concepts and theories relating to the subject	Organise efficiently and appraise the knowledge and understanding of the essential scientific facts, concepts and theories relating to the subject	Organise efficiently and critically appraise the knowledge and understanding of the essential scientific facts, concepts and theories relating to the subject
B4	Information assembly and evaluation	Demonstrate the ability to assemble information from a variety of sources and discuss and evaluate different viewpoints.	Appraise and evaluate information from a variety of sources and discuss and evaluate different viewpoints.	Assemble efficiently, evaluate and critically assess information from a variety of sources and discuss and evaluate different viewpoints.	Assemble efficiently, evaluate and critically assess scientific and educational data/information from a variety of sources and discuss and evaluate different viewpoints.

	Subject skills				
		Level 4	Level 5	Level 6	Level 6 Honours Degree
C1	Equine management skills	Demonstrate a range of equine management skills	Critically evaluate and demonstrate a range of equine management skills	Demonstrate and critically interpret a range of animal management skills	Demonstrate and critically analyse a range of equine management skills
C2	Practical skills	Undertake practical work in a responsible and safe manner, paying due attention to human and equine welfare, risk assessment, ethics, relevant health and safety regulations, legal requirements, and sensitivity of the impact of investigations on the environment and stakeholders.	Demonstrate a comprehensive understanding of human and equine welfare, risk assessment, ethics, relevant health and safety regulations, legal requirements, and sensitivity of the impact of investigations on the environment and stakeholders.	Demonstrate a critical interpretation of human and equine welfare, risk assessment, ethics, relevant health and safety regulations, legal requirements, and sensitivity of the impact of investigations on the environment and stakeholders.	Critically analyse human and equine welfare, risk assessment, ethics, relevant health and safety regulations, legal requirements, and sensitivity of the impact of investigations on the environment and stakeholders.
C3	Experimental Procedure	A basic understanding of the use of possible techniques, equipment and recording of field/laboratory data	Record and appraise experimental observations in a logical, comprehensive and contemporaneous manner. Interpret data/scientific information in a meaningful, structured manner.	Record and appraise Experimental observations in a logical, comprehensive and contemporaneous manner. Critically interpret data/scientific information in a meaningful, structured manner.	Record and appraise Experimental observations in a logical, comprehensive and contemporaneous manner. Critically analyse and interpret data/scientific information in a meaningful, structured manner.

	Professional and employability skills				
		Level 4	Level 5	Level 6	Level 6 Honours Degree
D1	Problem solving	Apply theoretical concepts and principles of Equine Science and Welfare Management a to a problem	Appraise problems and choose appropriate tools/methods for their solution in a	Be confident and flexible in identifying and defining complex	Be increasingly independent, confident and flexible in identifying and

		and appreciate the complexity of the issue	considered manner	problems and can apply appropriate knowledge and skills to their solution.	defining complex scientific problems, and in the application of knowledge and skills appropriate to their solution.
D2	Learning skills and time management	Understand and begin to develop the skills needed to learn and study independently and take responsibility for management of independent investigation, learning and time management.	Demonstrate independent learning and study and take responsibility for management of independent investigation, learning and time management.	Adopt a flexible approach to study designed to meet the needs of your goals. Work independently, setting and achieving appropriate goals.	With minimal guidance, manage own learning using a wide range of resources appropriate to the animal sector profession; seek and make effective use of feedback. Manage time and work effectively
D3	Team work and group skills	Interact with tutors and fellow students; participate in clearly defined group situations.	Demonstrate and evaluate more advanced interactive and group skills including effective participation in more demanding group tasks.	Debate, practise, reflect upon and apply professional skills such as communication, ICT, problem-solving, decision making and teamwork.	Interact effectively within learning or professional groups; recognise, support or be proactive in leadership, negotiating in a professional context and manage conflict.
D4	IT skills	Demonstrate basic use of the elements of Microsoft office; Word, Excel and PowerPoint. Demonstrate good skills in using the Internet and particularly virtual learning	Demonstrate more advanced IT skills; Use online databases effectively to gain information	Use and access a limited selection of more specialist IT skills related to subject specific software. Conduct effective searches for information using a range of online resources.	Use and access a limited selection of more specialist IT skills related to subject specific software for analysing experimental data. Conduct effective searches for information using a range of online

		environment. Access data and information from University and other resources			resources.

19 Curriculum matrix

To demonstrate how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules in Equine Science and Welfare Management.

	Module Title	Core or option?	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4
Level 4	Professional Practice	Core	□	□	■	□	■	□	■	■	■	■	□	■	■	■	■
	Ethics and Animal Welfare	Core	■	□	■	□	■	■	■	■	□	□	□	■	■	■	■
	Biological Concepts	Core	■	■	■	□	■	■	■	■	□	■	■	■	■	■	■
	Academic and Personal Development	Core	□	□	□	■	■	■	■	■	□	□	□	□	■	■	■
	Equine Behaviour & Cognition	Core	■	□	■	■	■	■	■	■	□	□	□	■	■	■	■
	Stable Management (1)	Core	■	□	■	□	■	■	■	■	■	■	□	■	■	■	■
Level 5	Nutrition and Feeding Practice	Core	■	■	■	■	■	■	■	■	□	□	□	■	■	□	■
	Equine Health & Fitness	Core	■	■	■	■	■	■	■	■	□	□	□	■	■	□	■
	Anatomy and Physiology	Core	■	■	□	□	■	■	■	■	□	□	■	■	■	■	■
	Learning and Training	Core	■	□	■	□	■	■	■	■	■	■	□	■	■	■	■
	Stable Management (2)	Core	■	■	■	□	■	■	■	■	■	■	□	■	■	■	■
	Research Methodologies	Core	■	□	■	■	■	■	■	■	□	□	□	■	■	■	■
Level 6	Equine Reproduction & Young stock Management	Core	■	□	■	□	■	■	■	■	□	□	□	■	■	■	■
	Stress & Animal Welfare	Core	■	□	■	□	■	■	■	■	□	□	□	■	■	■	■
	Animal Behaviour Modification	Core	■	□	■	□	■	■	■	■	■	■	■	■	■	■	■
	Research Skills & Professional Development	Core	■	□	□	■	■	■	■	■	□	□	□	■	■	■	■
	Research Project	Core	■	□	□	■	■	■	■	■	□	■	■	■	■	■	■

20 Learning and teaching strategy

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 be offered during the programme include:

Study visits –Equestrian welfare centres e.g. Thoroughbred Rehabilitation Centre in Lancashire; The Blue Cross Equine Welfare Centre in Staffordshire; World Horse Welfare near Blackpool.
Guest speakers – Helen Spence Equine Behaviourist, Professor Lynda Birke researcher, Rising for the Disabled placement co-ordinator.
Officer.
Demonstrations – Lisa Ashton EquiSci lecture demonstration on application of equine learning theory.

This approach is intended to:

(a)   strike a balance between 'class' activity and directed study 'out of class';
(b)   provide sound feedback to students and attempt to involve them in identifying their own learning needs;
(c)   use directed and supported group work for sharing experience and knowledge and developing interpersonal skills;
(d)   provide realistic and relevant learning activities;
(e)   make use of a variety of assessment methods to allow students the opportunity to demonstrate their own 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 module has its own space on Moodle, and the degree will also have a home page for general information. A wide range of 'material' 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 module guides, 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.

21 Work based/placement learning statement

Students enrolled on the BSc (Hons) Equine Science and Welfare Management will be required to complete 150 hours of workplace learning during level four. The placement will be approved by the module leader and may be completed at one location or divided between suitable numbers of placement providers. Placements will be undertaken after Christmas and two weeks in semester two are allocated to this.

It is 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 always 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 always.
- 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.
- If any questions are raised regarding the work experience location for Professional Practice, a site visit will be undertaken by the Module Leader.
- 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, and then 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.

22 Welsh medium provision

The BSc (Hons) Equine Science and Welfare Management will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.

23 Assessment strategy

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, 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'. These are issued at the start of each academic year and provide students with a range of information related to that module and include all coursework, with detailed assessment criteria provided.

Assessments methods are varied and designed to stretch-and-challenge all students. They are also designed so that the programme team is confident in the authenticity of student work. Formative assessment completed during the module enables students to identify areas of work they need to develop, and informs staff of such areas.

All students are issued with an assessment schedule at the start of each academic year. This is 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 Support Team.

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date
SCI411 Academic and Personal Development	100% Portfolio	4000 words	Coursework completed throughout year
ANM413 Professional Practice	30% Presentation 20% Negotiated Learning Contract 50% Reflective Practice Assignment	15 mins/ 1200 words 800 words 2000 words	November January October
ANM406 Ethics and Welfare	60 % Presentation 40 % Learning log	20 mins 2400 word equivalent 1600 words	March May
ANM412 Biological Concepts	50% In-class test 50% Essay	2000 words 2000 words	May January
ANM407 Equine Behaviour & Cognition	50% Report 50% Poster & defence	2000 words 2000 words	December January
ANM415 Stable Management 1	50% Practical Assessment 50% Report	2000 word equivalent 2000 words	November January
ANM518 Equine Health & Fitness	25% Practical 25% Report 50% Case Study	1,200 equivalent 1,000 words 2,000 words	November December January
ANM513 Anatomy & Physiology	40% Exam 60% Portfolio	1600 2400 words	May March
ANM515 Learning and Training	40% In class test 60% Case study	1600 words 2400 words	April March
ANM517 Stable Management 2	60% Practical 40% In-class test	2400 word equivalent 1600 words, 90 mins	April May
AUR567 Research Methodologies	75%Research proposal 25%Presentation	3000 words 15 min/ 1000 word equivalent	May April
ANM516 Nutrition & Feeding Practice	50% In-class test 50% Case Study	2000 words 2000 words	January November

SPT603 Research Project	25% Literature Review 75% Dissertation	2000 words 4500 words	December May
ANM608 Research Skills & Professional Development	50% Literature Review 50% Dissertation	2000 words 2000 words	December May
ANM601 Animal Behaviour Modification	20% Case Study 30% Case Study 50% Case Study	800 words 1200 words 2000 words	February March April
ANM609 Stress & Animal Welfare	60% Report 40% In-class test	2400 words 1600 words	March May
ANM610 Equine Reproduction & Young Stock Management	60% In-class test 40% Presentation	2400 words, 90 mins 1600 words	May March

24 Assessment regulations

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

Derogations

N/A.

Non-credit bearing assessment

N/A

Borderline classifications (for undergraduate programmes only)

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 will be considered.

Restrictions for trailing modules (for taught masters programmes only)

N/A

25 Programme Management

Programme leader

Dr Tamsin Young

Programme team

Professor David Skydmore
Fernando da Mata
Denise Yorke
Angela Winstanley
Amy Bannister
Professor Lynda Birke (visiting Professor)

Quality management

The Programme Leader will have overall responsibility for the operation and development of the degree, but will work closely with Module Leaders, Module Tutors, Personal Tutors and Administrative Support personnel. The Programme Leader will also meet regularly with the Head or Associate Head of School.

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 boards, and during a visit to the university (usually May). They provide a written report during the Summer on 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, and is achieved through the National Student Survey, Staff Voice Forums, 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 following 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 during any form of work experience, quality systems will be implemented. At level four where students undertake work experience, 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. Staff development needs will be identified during an annual review.

Research and scholarship activity

Ongoing research and staff development guarantees the proposed curriculum and teaching remains current and underpinned by scholarly activity. The programme team are research active (recent outputs include Hockenhull et al., 2015 [1]; Young, 2016 [2]), and engage in continuous scholarly activity (e.g. Glyndŵr Teaching Conference). Staff also attend equine industry updates (e.g. The Association of Fellows and Instructors Annual General Meeting, Addington Manor Equestrian Centre) and are members of professional bodies including British Horse Society, International Society of Equitation

Science and Society of Biology. Staff also have active links with the equine industry e.g. through work placement providers, guest speakers, educational visit providers and via teaching in the community such as at Pony Clubs. Some staff members also have their own horses and thus participate in the industry and attend regular competitions and events.

[1] Hockenhull, J., Young, T., Redgate, S., Birke, L. (2015) Exploring differences and synchronicity in the heart rates of familiar and unfamiliar pairs of horses and humans undertaking an in-hand task. Anthrozoos. Vol 28, Issue 3. P 501-511.

[2] Young, T. (2016) The Stress of Winter. Equitrader online. November.
http://www.equitrader-online.co.uk/horse-advice/the-stress-of-winter/

26 Learning support

Institutional level support for students

The University has a range of departments that offer the support for students as:

- Library & IT Resources
- The Assessment Centre
- DisAbility Support Team
- Irlen Centre
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student Programmes Centre
- Glyndŵr Students' Union

School support for students

The School has made provision for support services to be active on the Northop campus as well as at Wrexham. Students studying at Northop can access support services each week in the student support room, and can gain access to careers, chaplaincy, counselling and well-being in the student hub. The school also ensures the administrative   team visit the Northop campus weekly to provide the staff and student team with support on issues such as recording registration of attendance, enrolment and recording module grades.

Programme specific support for students

Students will be encouraged to disclose any special learning needs from the outset of the degree. This will be carried out done on the UCAS or direct university application form or to a tutor once they have joined the programme. The induction week held at the start of the degree (level four) also provides an opportunity to 'get to know' new students and for them to reveal any learning needs they may have. The week is a mixture of imparting information, a horse riding session and social events, such as the visit to Ty Mawr Country Park. 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 have access to tutorial support throughout their degree. This takes the form of group and individual tutorials. The Personal Development Process (PDP) also formalises the tutorial system and ensures that specific checkpoints exist (previously November, February and April), where students can obtain help should it be needed. The process also enables tutors to support students should they feel help is necessary.

At level six the Personal and Professional Development module serves to help students monitor their progress on the final year of the degree programme, and 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 resources and common room. There is a small library on site and a reference library provided by Coleg Cambria. Laboratory facilities are also offered at the Northop Campus. As this is only a small laboratory cohorts are divided and taught in smaller groups. Students using the laboratory facilities are taught by the module tutor, and those not engaged in laboratory work are set tasks related to the laboratory practical to complete in the allocated lecture room or in the resources room. This practice enables the underpinning theory to be revised and the practical tasks to be completed.

Students are provided 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 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. At level six students will make use of SPSS and the Observer (Noldus) for research purposes and these packages are available at the Northop campus.

27 Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equal Opportunities Policy (http://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/Governance/TheFile,64499,en.pdf), ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.