Myerscough College
Course Handbook

Title of the award(s): MSc Equine Science
Academic Year: 2017-18
Course Leader: Dr Rachel White
Host UCLan School: Forensic and Applied Sciences

Please read this Handbook in conjunction with your Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) Myerscough and/or UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Head of Area. This applies to the materials in their entirety and to any part of the materials.
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1. Welcome to the Course

Welcome to Myerscough College. In conjunction with the University of Central Lancashire (UCLan) it is our aim to provide you with an interesting and challenging study programme which will enrich your learning experience and help you succeed in your chosen career. The delivery of your course will be based at Myerscough College and your tutor will inform you if there are any sessions that you need to attend at UCLan.

Please read this handbook carefully in conjunction with your Student Handbook and other material which will be given to you by the College and the University, and keep it in a safe place as it contains information about the course content, assessment regulations, support services and administrative aspects of the course that you will need to refer to throughout your course.

Your first few weeks in a new environment will be an exciting and enjoyable experience. However, it can also be an anxious time. Myerscough staff are here to help you. Your Personal Tutor and Course Tutor are always ready to help if you have a question or a problem. In addition, dedicated members of staff at the ‘CORE’ (Student Support Services Centre) offer support, information and advice to help you get the best from your time at Myerscough. Further information for students is also available via MyPage, the College Student Intranet and the College Virtual Learning Environment, ‘Canvas’.

Please contact your Course tutor if you find that there are points in this handbook which you do not understand or wish to discuss further. I wish you every success in your studies.

Mick Cottam (Assistant Principal Higher Education)

1.1 Rationale, aims and learning outcomes of the course

Your course has been designed through consultation with employers, representative industry organisations and QAA Subject Benchmark Statements to ensure that it is current and fit for purpose. Your course will provide you with the knowledge and skills required by employers in the industry with a strong emphasis on the development of your employability and enterprise skills.

The University of Central Lancashire is the awarding body for all Myerscough Higher Education programmes. The Programme Specification for your course can be found in the appendices. The Programme Specification outlines the specific title for your award, the overall aims and learning outcomes for your course, the modules included in your course and the number of credits required for your award.

A general introduction and rationale for your course along with details of any accreditation by professional and/or regulatory bodies can be found on the relevant course factsheet on the College website.

The overall aims and learning outcomes for your course are detailed in the Programme Specification in the appendices

Further details of the QAA Quality Code can be found in the appendices

1.2 Course Team

The programme is led by the Course Tutor who has overall responsibility for the course. All staff contributing towards the modules comprise the Course Team. The Course Tutor will run regular Course Team meetings to monitor and co-ordinate the progress of the course.

A list of the course team for your course can be found in the appendices
1.3 Expertise of staff
Your tutors are specialists in their subject. Many have worked in the industry themselves and have a wealth of experience that will enhance your course. Your tutors are also qualified in teaching and learning or are working towards their teacher training qualification to ensure that you receive high quality teaching and learning opportunities. Tutors also undertake extensive continual professional development of their own to ensure that your course is current and up to date.

The College recognises the importance of research in underpinning your course and many of your tutors will be involved in their own research projects. Your tutors will discuss their research with you during lectures and seminars. Tutors will also work with you to develop your own research skills as you progress through the course. You will have opportunity to attend the Myerscough Research Conference. Further information about research projects publications by Myerscough tutors can be found on the Research Pages on the College website.

1.4 Personal Tutor
You will be assigned a Personal Tutor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Personal Tutor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

1.5 Administration details
Further information and key contacts for students are also available via MyPage, the College Student Intranet and the College Virtual Learning Environment, ‘Canvas’. Please contact your Course Tutor if you need further information.

1.6 Communication
You will be issued with a Myerscough student e-mail address and a University student e-mail address. You are expected to use and check both regularly for messages about your course. You can set up an auto-forward from your University e-mail address to your Myerscough e-mail address so you only need to check one. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded as unread. Tutors may also use text messaging service to contact you so please make sure your mobile phone number is correct. We will always aim to reply to your emails promptly and you should aim to do the same for any email or text message requests that are sent to you.

Your student log-in gives you access to your MyPage and the College Student Intranet where you can find your timetable and information about your course, the College and the University. MyPage will be used for announcements about your course so check it regularly.

The College has a Virtual Learning Environment (Canvas). There is a general Canvas site for each course and a specific Canvas site for each module on your course. Your tutors will use the Canvas sites to communicate with you regarding course and module-related information.

If you are studying on-campus, your Course Tutor will show you where the course notice board is located. Please keep referring to this for regular updates or information about the course.

The College operates an ‘open door’ policy for students to be able to see or contact their tutors but please be aware that tutors are very busy and it is advisable to contact your tutor beforehand if you want to make an appointment to see them.

The date of the Research Conference is in Diary Dates in the appendices

A list of key contacts for your course, curriculum area and support services can be found in the appendices
1.7 External Examiner
The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK.

A sample of student work will be sent to the External Examiner for external moderation purposes once it has been marked and internally moderated by tutors. The sample will include work awarded the highest and lowest marks and work awarded marks in the middle range.

The full External Examiner report will be made available to you electronically via the College VLE (Canvas) and will be discussed at the Staff: Student Liaison Committee Meeting.

The name, position and institution of the External Examiner for your course and a summary of comments, actions & responses from the External Examiner report is provided in the appendices.

The External Examiner details are provided for information only. Students should not make direct contact with External Examiner. If you wish to raise any issues for the External Examiner, you should do this through your Course Tutor and not directly.

2. Structure of the Course

2.1 Overall structure
The Course Structure outlines the length of your course, the modules that are studied in each semester of each year on the standard programme, the number of credits allocated for each module and any mandatory work placement requirements of the programme. If your course has a mandatory work placement, your tutors will discuss the arrangements and potential locations for your placement during the induction period and you will be issued with a separate placement handbook containing further details.

A copy of the course structure including modules, module codes, credit values and semester delivery can be found in the appendices.

All College higher education programmes are delivered at the Myerscough campus, or for distance learning programmes, via the College VLE (Canvas). Some programmes may include modules delivered at, or by, the University. If this is the case for your programme, your tutor will discuss arrangements with you in the induction period.

Further details of the teaching, learning and assessment strategies used on your course can be found on the course factsheet available from the College website and in the Programme Specification in the appendices of this handbook.

2.2 Modules available
Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

A brief description of the modules available on your course can be found on the course factsheet available from the College website. Please note that where option modules are listed, they are subject to availability and not all option modules may run each academic year.

If your course structure contains elective modules you will be able to select a module to study. The elective may be:
- A module from the College Electives Catalogue, this will be provided at the start of your course
- A module from the University Free Choice Electives Catalogue, which includes foreign language elective modules
Where an elective forms part of the course structure your Course Tutor will discuss this with you during the first week of the course.

If you consider that you may have already achieved some of the learning outcomes of the course or a module through previous learning, please consult your Course Tutor in the first instance to find out whether you can make a claim for accreditation of prior learning for part of your course.

2.3 Course requirements

If there are any specific course requirements which will influence whether you can gain your final award (e.g. compulsory modules, defined combinations of modules and placements) these will be explained to you by your tutor at the start of the course.

Details of compulsory and option modules for your course are detailed in the Programme Specification in the appendices

All Myerscough programmes are delivered in English. For international students or students for whom English is a second language, details of English language requirements are given in the admissions criteria in the Programme Specification and on the factsheet on the website.

If your course is linked to entry onto a professional register your tutor will explain the requirements to you at the start of your course. If your course is linked to entry onto a professional register you may also be bound by the Code of Conduct as specified by the professional body and subject to the UCLan procedure for the consideration of Fitness to Practise. If you need to declare any information that might influence the professional body’s decision to enter you onto their professional register you must declare this to your tutor.

2.4 Progression Information

Your Course Tutor and Personal Tutor will discuss progression with you in Course Tutorials and Personal Tutorials. The tutorials are an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate course of study for you. Further guidance is available from the student support Services in the CORE.

Following successful completion of your course you may wish to progress to further study.

From a foundation degree you can apply to progress to a top-up degree. You may be required to complete bridging modules prior to the start of the top-up year. Please see the appropriate fact sheet on the College Website for details.

From an honours degree you can apply to progress to post-graduate study which may be a taught MA/MSc or a research degree. From an MSc you can apply to progress to a PhD by research. You can obtain further advice and guidance from both Myerscough and University staff.

2.5 Study Time

The College Academic Calendar with key semester dates is on the website.

Semester dates are detailed in the Diary Dates in the appendices

2.5.1 Weekly timetable

If you are studying on-campus your weekly timetable can be found on MyPage. This details the days and times for scheduled lectures, seminars and other activities for the modules on your course. In addition to your timetabled modules you will have a weekly timetabled Course Tutorial. Course Tutorials include sessions on study skills and personal development. They also provide an opportunity for the Course Tutor to relate information about relevant course and College news and events. You may raise any course related issues with your Course Tutor in these tutorials.

If you are studying by distance learning you can choose when to study to suit your own needs. If your
distance learning programme includes study days your tutor with discuss dates and arrangements for these with you. Your tutors will use the College VLE (Canvas) to relate information about study skills and personal development and relevant course and College news and events. You can raise any course-related issues with your Course Tutor via the discussion board on the VLE or by contacting your tutor directly.

2.5.2 Expected hours of study
The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve. For example a standard 20 credit module will require 200 hours of combined timetabled and personal study time. This includes attendance at timetabled activities and time spent in private study. Please note however that this may vary depending on your particular course and programme of study. You should contact your tutor if you are unsure. Details of the timetabled and personal study time expected for each module can be found in the Module Information Pack that will be issued to you at the start of each module. Your tutor will discuss any additional requirements with you.

2.5.3 Attendance Requirements
If you are studying on-campus, you are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to the Head of Area at Myerscough or nominee (usually the Course Tutor) as soon as possible. In the event of absence due to illness, medical certificates must be produced promptly and forwarded to the College. If you are a resident student you must also inform the Residential Support Manager of your sickness.

You should be aware that failure to attend regularly will have an adverse effect on your academic progression as coursework and practical work are continuously assessed. If you receive College or University bursary payments, these may also be affected.

You may be contacted if your attendance is low to ask if you are experiencing any difficulties on the course and whether we can do anything to help. Non-attendance will also be followed up via Personal Tutorials. Students with persistent non-attendance may receive action under the Myerscough Code.

If your course or an individual module has a minimum attendance requirement, this will be detailed in the Programme Specification or relevant module descriptor and your tutor will discuss the requirements with you at the start of the course or module.

If you are an international student studying on-campus, you have responsibilities under the UK Border Agency (UKBA) Points Based System (PBS) and you MUST attend your course of study regularly. Under PBS, the College is obliged to tell UKBA if you withdraw from your course, defer or suspend your studies, or if you fail to attend the course regularly.

Students with continuous unauthorised absence may be deemed to have withdrawn from the course. The date of withdrawal will be recorded as the last day of attendance. You may appeal this decision by following the College Complaints Procedure.

3. Approaches to Teaching and Learning

3.1 Learning and teaching methods
Higher education is concerned not only with enhancing your subject knowledge and skills but also with your personal development. Higher education courses encourage you to take responsibility for your own learning and to become more independent in your academic work. Lectures, seminars, tutorials and practical sessions are important and you should attend all of them, but your success depends on the amount of time you devote to further independent study and background reading. Your tutors will also put learning materials on the Virtual Learning Environment (Canvas) site for each module for you to use, either for preparation in advance of your lectures, or to follow up after your
lectures have taken place.

As you progress through the course and become a more independent learner this amount of time will increase. Students who use the knowledge they gain through further reading in assignments invariably achieve better results than those who don’t. Details of expectations for independent study for each module can be found in the Module Information Pack.

3.2 Study skills
To be successful you need the commitment to take responsibility for your own learning and the skills to study effectively. Course Tutorials, learning materials on the College VLE (Canvas) and some of the modules on your course will feature sessions on study techniques such as note taking, assignment writing and examination technique. There are a variety of UCLan services to support you in your studies. The following can be accessed through the UCLan website or student portal:

WISER
UCLan LIS (Library and Information Services)

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<thead>
<tr>
<th>Studying for Success - Five Top Tips</th>
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<tbody>
<tr>
<td>1. Tackle problems immediately, problems that seem small at first can soon become serious if ignored</td>
</tr>
<tr>
<td>2. Attend all classes, take notes and follow up further references</td>
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<tr>
<td>3. Talk to your tutors, if you are not sure - ask</td>
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<tr>
<td>4. Read, read and then read some more</td>
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<tr>
<td>5. Reflect on the feedback from assessments and use it to improve on the next one</td>
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3.3 Learning resources

3.3.1 Library Resources
Extensive resources are provided by the Myerscough Library and by the UCLan Learning Information Services (LIS) to support your studies. You will be given an introduction to each during your induction period. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

You can find the link to the Myerscough Library Opening Hours here: [http://www.myerscough.ac.uk/?page=library-athens](http://www.myerscough.ac.uk/?page=library-athens)

You can find the link to the UCLan Library Opening Hours here: [http://www.uclan.ac.uk/students/study/library/opening_hours.php](http://www.uclan.ac.uk/students/study/library/opening_hours.php)

A reading list (indicative bibliography) and sources of information will be included in each Module Information Pack. Become familiar with the Library classification and layout and if any publications in the reading lists do not appear to be on the shelves and are not out on loan, ask the Library staff for assistance.

3.3.2 Electronic Resources
Both the College Library and UCLan LIS provide access to a huge range of electronic resources including e-journals and databases, e-books, images and texts. Please check the on-line catalogues of the College and University for details.

The College has a Virtual Learning Environment (Canvas). There is a general Canvas site for each course and a specific Canvas site for each module on your course. Your tutors will guide you towards the learning and assessment materials that are provided to help support and enhance your studies. The University’s own eLearn site may be used to provide support materials for some courses, your tutor will inform you of the details where this is the case.

3.4 Personal development planning
Personal Development Planning is an essential component of your course. The course will help you recognise the importance of being proactive within your own personal development. The course will help you develop key personal and transferable skills which promote employability, entrepreneurship,
academic excellence, professional development and global citizenship.

Each on-campus student group has a weekly timetabled and structured course tutorial which will be used to develop generic personal, employability and academic skills with student groups. An on-line scheme of work, together with web based and other support materials, is available to staff and students alike in the delivery of these tutorial sessions.

If you are studying by distance learning your tutor will provide you with learning resources to help you develop generic personal, employability and academic skills via the College VLE (Canvas).

Students have access to a wide range of personal development advisory services through the College ‘CORE’ including careers, financial advice, pastoral support and help with study skills. Students have access to the student support services at the University through the ‘I’, ‘Careers’ and ‘WISER’ study skills.

3.5 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. Where appropriate the development of employability skills is included in course aims, module learning outcomes and assessment.

On Foundation Degrees the Work Skills Development and Work Project modules provide opportunity for employer engagement. On Honours Degrees the ‘Personal Development’, ‘Career Development’ and ‘Professional Practice and Consultancy’ half modules are included as essential, elective or option modules.

Your course may involve visits or guest lectures delivered by external speakers who will outline the work/research interests of the various organisations they represent. You should maximise these opportunities to find out about both the technical issues and developments being discussed and the employment/careers opportunities available in the various fields.

All students will also have access to the College ‘Graduate Employability’ programme (accessible through Canvas) and activities that contribute to ensuring your employability can count towards the ‘Graduate Employability’ awards.

These are not extra to your course, but an important part of it which will help you to show future employers just how valuable your degree is.

Further details of the careers services offered by the College CORE and UCLan Careers offices are given in your Student Handbook.

Myerscough Careers | The CORE | Myerscough College | 01995 642177 | harthur@myerscough.ac.uk
UCLan Careers | Foster Building | University of Central Lancashire, Preston PR1 2HE | 01772 895858 | careers@uclan.ac.uk | www.uclan.ac.uk/careers

4. Student Support

Your Course tutor is your central point of contact for matters relating to your course. You will be allocated a Personal Tutor (see below) who is your individual point of contact for academic and personal matters. There are also centralised student support services based in the CORE, at Myerscough and in the <i> at UCLan. College Mentors and UCLan Student Engagement Assistants are also available and can advise you of the support systems available. They work towards improving your student experience here at the College and at UCLan. More information about College Mentors and UCLan Student Liaison Officers can be found by contacting the CORE at Myerscough or the <i> at UCLan.
4.1 Personal Tutors
You will be allocated a Personal Tutor with whom you will be encouraged to develop skills for independent learning and reflection on your academic, personal and professional development. You will meet with your personal tutor at least twice per semester to develop short and long-term goals, review and plan your progress on the course and discuss your future career path. For distance learning students, Personal Tutorials may be conducted by phone, Skype, email or other form of communication. You will be informed who your Personal Tutor is at the start of your course. Your Personal Tutor is there to help you. However, you also need to take responsibility for your tutorials to get the most out of them:

- Respond to contact from your Personal Tutor.
- Attend Personal Tutorials at agreed dates and times.
- Prepare for Personal Tutorials through self-reflection on academic progress, personal development and additional support requirements.
- Take the initiative in instigating tutorials or contact if the need arises, seeking timely advice, when faced with academic, programme assessment, personal or other issues that require support.

4.2 Students with disabilities
You can contact the College Inclusive Learning team or the UCLan Disability Service (disability@uclan.ac.uk) or let one of the course team know that you have a disability or an issue related to your disability. With your agreement information will be passed on to the relevant service.

4.3 Students’ Union
The Myerscough Students’ Union is based in the Student Hub and offers an extensive range of opportunities for you to get involved in activities, engage in College developments and get the best out of your time at the College. Follow us on FACEBOOK.

As one of the thousands of students who are not studying on the main UCLan campus in Preston, the UCLan Students Union is still your union, please check http://www.uclansu.co.uk/ for full details on what we may be running in your partner institution.

5. Assessment
Assessment is the process by which the College and the University measure your progress. All modules will be assessed. The assessment methods used on your course are detailed in the Programme Specification in the appendices of this handbook and in the Module Information Pack for each module. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

Assignment briefs are included in the Module Information Pack for each module. All assignment briefs use a standard template which details the weighting of each assessment, the learning outcomes being assessed, the requirements for completion and submission of the assessment and the assessment criteria that will be used to grade your work. You should pay close attention to the assessment criteria and provide what is asked for. You will normally be required to word-process all assignments unless directed otherwise by your tutor and use a standard of English appropriate to higher education. This means using good sentence construction, correct spelling and the use of the third person or impersonal style. Always ask the Module Tutor if you are unsure what the assignment is asking for.

Prior to being issued to students, all assignment briefs and exams are scrutinised when they are designed to ensure they are clear, concise and easy to follow. When you submit work it is assessed and the tutor provides feedback. A sample of this marked work is passed onto an Internal Verifier and to the External Examiner for checking and moderation. In this way both the work you are set and the assessment of that marked work is quality assured. Please note that all assessment results are provisional until they have been through this process and confirmed at assessment boards.
The UCLan Assessment Handbook provides further information and guidance relating to assessment.

5.1 Assessment Strategy
Assessments may be formative or summative. Formative assessments are equally important as they help your academic development without directly affecting your final grades. You will be given an initial formative assessment within the first few days of your course and the feedback from this will help you prepare for future summative assessments.

An assessment strategy, setting out the weighting applied to each element of assessment, will be provided for each module within the Module Information Pack. All assessments identify which learning outcomes are being assessed and are designed to develop a range of subject, personal and employability skills.

An overall course assessment strategy will be provided for you by your Course Tutor to help you manage your workload and deadlines. As a move to becoming an independent learner, why not note your assignment submission dates in your diary now so that you can continue to enjoy a social life without last-minute panics about handing in work?

5.2 Notification of assignments and examination arrangements

Assignments
Requirements for assignment submission are detailed on the assignment brief within the Module Information Pack. Where possible, the normal method of submission for assignments is electronically via ‘Turnitin’. Your tutor will go through the submission method with you for each assessment. All assignments must be accompanied by a completed cover sheet which will be made available to you by your tutor or from Canvas.

Coursework Reassessment
The occasion may arise when you need to reassess a module assignment because the pass mark has not been achieved on the first assessment. If there is opportunity to reassess the assignment within the module delivery your tutor will make you aware of this. If you want to take up the offer of in-module reassessment you must complete an ‘In-module Reassessment Opt-in Form’ available from your tutor. If there is not opportunity to reassess within module delivery you will be sent a reassessment notification with the relevant re-submission details following publication of results.

Examinations
You must be available for the examinations dates detailed in the Academic Calendar. A detailed timetable will be produced approximately three weeks prior to the exams and you will be able to view this timetable via the College website and the College Student Intranet.

The dates for examination weeks are detailed in the Diary Dates in the appendices
Examination Reassessment
If you are required to resit any examinations, the dates for these are also detailed in the Academic Calendar. It is your responsibility to make sure that you are available to attend College at this time. If you are required to resit an examination you will be sent a reassessment notification with the relevant details following publication of results.

5.3 Referencing
Assessments should include the sources of information you have used to support and develop your thoughts and knowledge. All sources of reference must be correctly cited in the text and a list of references should be included at the end of the assignment. You must use the Harvard System for referencing unless instructed otherwise by your tutor. For more information about Harvard referencing see the printed guides in the library or go to the College Library pages on the website.

Use primary reference sources where possible. Internet sources are fine for some types of information, but be sure the sites you use are trustworthy and that you have no doubts about their authority.

Your Course Tutor will deliver tutorials on correct referencing and avoiding plagiarism (see section on cheating, plagiarism, collusion or re-presentation).

5.4 Confidential material
If your course involves undertaking a project or assessment that requires you to access or use confidential information your tutors will discuss the ethical and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations with you. Projects of this nature (such as Research Dissertations) may be required to go through ethical approval.

5.5 Cheating, plagiarism, collusion or re-presentation
Please refer to the information included in the Student Handbook for full details and definitions of cheating, plagiarism, collusion or re-presentation. The College uses an online Assessment Tool called Turnitin. Tutors will discuss the use of Turnitin with you for each module and explain how to submit your work through Turnitin. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. Where possible, all summative assessments are marked anonymously and you should ensure that you follow your tutor’s instructions for submission of assignments through Turnitin to enable your work to be marked anonymously.

Your tutors will use Turnitin to check the originality of your work and may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

Your tutors may also ask you to complete a formative assignment at the start of your course which is fed through Turnitin and discussed within seminars and tutorials to help you to learn more about referencing your work.

6. Classification of Awards
The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

Honours Degrees
In simple terms an undergraduate honours degree classification is based on the highest classification from:

1. The Average Percentage Mark (APM) of your level 5 and 6 modules (generally taken in years 2 and 3 of a full time course) weighted 30:70.

Or:
2. Your Average Percentage Mark in year 3 only (ie your level 6 modules)

If the APM is near a borderline, ‘at the discretion of the Assessment Board, honours degree students may be classified according to the academic judgement of the Assessment Board taking into account their overall profile and performance with the minimum requirement that:
1. A minimum of 3 modules (60 credits) at level 6 are in the classification band and
2. The APM is no lower than 2 percentage points below that required for the higher classification.’

In operating discretion for profiling Course Assessment Boards will use academic judgement and may refer to performance in core modules; the placement component, the dissertation/project or other factors which have been published to students.

**Foundation Degrees, Master’s Degrees and other Awards**

The method for calculating the APM and classification of foundation degrees, master’s degrees and other awards is detailed in the Academic Regulations. Note that discretionary profiling is not available for foundation degrees, master’s degrees or awards other than honours degrees.

### 7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning including course tutorials, student surveys, student focus groups and suggestions. We will respond to your feedback and let you know of our plans for improvement through your tutors, the College Student Intranet and the ‘your comments count’ posters around the College. Further details of student feedback mechanisms are available on the College Student Intranet.

You will be asked to complete a Module evaluation questionnaire (MEQ) at the end of each module. They feed into the overall quality cycle of the College and the University and are used to inform changes to the module. Examples of improvements that have been made in response to previous student comments from MEQs are included in the Module Information Pack for each module on your course.

#### 7.1 Student Staff Liaison Committee meetings (SSLCs)

SSLCs are regular meetings between tutors and Course Representatives. The purpose of a SSLC meeting is to improve courses, to have an open discussion and respect each other’s views, to share good practice where identified, to provide opportunity for students to feedback to staff about their course and student experience, to regularly review the course to improve its development, and to jointly work together to action plan against issues raised. Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

A Course Representative is a student who represents their fellow students’ views and opinions to the Course Team, Curriculum Area, College and University and Students’ Union.

Course Representatives will be elected every year in September. Your Course Tutor will discuss the election of Course Representatives with you at the start of each academic year. Alongside receiving recognition, support and respect, being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a Course Representative yourself and wish to find out more about the role, visit the College Student Intranet, or the UCLan Students’ Union or email: coursereps@uclan.ac.uk.

There will normally be one SSLC meeting per semester which will last no more than 2 hours. For distance learning courses this may be facilitated by an on-line discussion forum and/or individual communication. Course representatives will gather feedback from students and communicate this to the tutor in advance of the meetings. Your tutor will facilitate the SSLC meetings using guidelines and provide a record of the meeting with any decisions and/or responses made and/or actions taken as a result of the discussions held. A standard agenda and action grid template will be used. These records from SSLC meetings will be discussed in subsequent Course Tutorials.

Make sure you know who your Course Representatives are and talk to them about any course related concerns. Please see the ‘Course Reps’ page on the College Student Intranet for more information.
### UNIVERSITY OF CENTRAL LANCASHIRE

#### Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

*Sources of information on the programme can be found in Section 17*

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution and Location of Delivery</td>
<td>Myerscough College</td>
</tr>
<tr>
<td>3. University School/Centre</td>
<td>School of Forensic and Applied Sciences</td>
</tr>
<tr>
<td>4. External Accreditation</td>
<td>N/A</td>
</tr>
<tr>
<td>5. Title of Final Award</td>
<td>MSc Equine Science</td>
</tr>
<tr>
<td>6. Modes of Attendance offered</td>
<td>Full-time/Part-time</td>
</tr>
<tr>
<td>7. UCAS Code</td>
<td>N/A</td>
</tr>
</tbody>
</table>
| 8. Relevant Subject Benchmarking Group(s) | QAA Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences (2009)  
QAA Hospitality, Leisure, Sport and Tourism 2008  
QAA Master’s Degree Characteristics 2010 and Revised Draft for Consultation 2014 |
| 9. Other external influences | |
| 10. Date of production/revision of this form | July 2016 |

#### 11. Aims of the Programme

- To enable students to master the complex and diverse areas of specialised knowledge required to work in senior positions in equine and related industries
- To develop critical awareness of the current issues at the forefront of equine science
- To enhance the student’s understanding of techniques applicable to research and scholarship in equine science, encouraging the original application of knowledge to address complex issues
- To extend the student’s existing expertise to the full range of skills and knowledge required to inform and lead industry developments
- The course will enable students to reflect on current issues and develop problem solving skills which encourage originality of thought
- To encourage debate and critical evaluation of industry practices and research within this field
**12. Learning Outcomes, Teaching, Learning and Assessment Methods**

**A. Knowledge and Understanding**

A1. Evaluate contemporary equine and comparative research and propose industry modifications to equestrian practice
A2. Critically analyse major scientific principles underpinning the training, management and development of the horse and rider
A3. Predict the future direction of developments within equine science and propose their application to industry
A4. Develop and undertake a research project within an original area of equine science

**Teaching and Learning Methods**
Lectures, practicals, workshops, seminars, visiting speakers, self-directed study and case studies.

**Assessment methods**
A combination of assessment methods will include written and oral examinations, essays, technical reports, individual presentations, practical assessments and dissertation project.

**B. Subject-specific skills**

B1. Apply specialist techniques and research methods to measure the physiology, health and performance of horses and riders.
B2. Critically evaluate potential solutions to issues affecting the horse
B3. Creatively apply relevant theories from cross-discipline scholarship to the study of equestrian sport and culture
B4. Independently research and develop knowledge within specialist fields of equine science

**Teaching and Learning Methods**
Lectures, practicals, workshops, seminars, visiting speakers, self-directed study and case studies.

**Assessment methods**
A combination of assessment methods will include written and oral examinations, essays, technical reports, individual presentations, practical assessments and dissertation project.

**C. Thinking Skills**

C1. Critically evaluate technical and non-technical information
C2. Solve problems in creative and innovative ways
C3. Assimilate and synthesise ideas efficiently

**Teaching and Learning Methods**
Lectures, practicals, workshops, seminars, visiting speakers, self-directed study and case studies.

**Assessment methods**
A combination of assessment methods will include written and oral examinations, essays, technical reports, individual presentations, practical assessments and dissertation project.

**D. Other skills relevant to employability and personal development**

D1. Communicate effectively with peers, scholars and industry professionals in a variety of media
D2. Appreciate the complex infrastructure of the international and national equine industry, and demonstrate awareness of limitations and opportunities
D3. Master advanced research, study and professional skills

**Teaching and Learning Methods**
Lectures, practicals, workshops, seminars, visiting speakers, self-directed study and case studies.

**Assessment methods**
A combination of assessment methods will include written and oral examinations, essays, technical reports, individual presentations, practical assessments and dissertation project.
### 13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 7</td>
<td>MR4000</td>
<td>Masters Dissertation</td>
<td>60</td>
<td>20</td>
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<tr>
<td></td>
<td>MR4004</td>
<td>Research Methodology and Design</td>
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<tr>
<td></td>
<td>MR4018</td>
<td>Applied Techniques for Sustaining the Equine Resource</td>
<td>20</td>
<td></td>
</tr>
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<td>MR4019</td>
<td>Comparative Exercise Physiology</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MR4020</td>
<td>Current Issues and Innovation in the Equine Industry</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MR4021</td>
<td>Equestrian Sport, Culture and Society</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MR4022</td>
<td>Equitation Science</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

### 14. Awards and Credits*

- **Masters Degree in Equine Science**: Requires a minimum of 180 credits at Level 7.
  - A distinction grade will be awarded for 70 - 100% APM plus 70% or above for the Dissertation.
  - A Merit grade will be awarded for 60 - 69.99% APM plus 60% or above for the Dissertation.

- **Post-Graduate Diploma Equine Science**: requires a minimum of 120 credits at Level 7 excluding the Dissertation module.

- **Post-Graduate Certificate Equine Science**: requires a minimum of 60 credits at Level 7 excluding the Dissertation module.

### 15. Personal Development Planning

Personal Development Planning is integrated into the programme design and delivery. The course will help students recognise the importance of being proactive within their own academic and personal development. The course will help develop key personal and transferable skills which promote employability, entrepreneurship, academic excellence, professional development and global citizenship. Feedback on formative and summative assessed work will increase student’s self-awareness of their own skills, qualities, attitudes and capabilities. Students will improve their own learning and performance by developing the necessary skills for reflection, independent learning, taking responsibility for their own development, setting goals and targets and monitoring and reviewing their own progress.

Each student will be allocated a Personal Tutor with whom students will review and plan their progress on the course and discuss their own development and future career path. Students have access to a wide range of personal development advisory services through the ‘Core’ including careers, financial advice, pastoral support and help with study skills. Students have access to the student support services at the University through the ‘I’, ‘Careers’ and ‘WISER’ study skills. Students will also have access to on-line tutorial learning resources which will be used to support development of generic personal, employability and academic skills. Career advice and increased awareness of the relevant industries will help students to plan realistically for their career progression and manage their own career development. All students will also have access to the College ‘Graduate Employability’ programme and activities that contribute to ensuring employability of students can also count towards the ‘Graduate Employability’ awards.
Admissions criteria
(including agreed tariffs for entry with advanced standing)
*Correct as at date of approval. For latest information, please consult the University’s website.

Applications are sought from individuals possessing a minimum of Lower Second Class (2.2) Honours Degree (or equivalent) in related subjects such as Equine Science, Equine Management, Equitation Science, Animal Science and Biology.

Candidates not possessing an Honours Degree at the above grade but with relevant professional qualifications and experience will be welcomed. All non-standard applicants will be interviewed to assess suitability for the course.

Career experience plus evidence of study skills may also be considered. Consideration will be given to non-traditional qualifications and relevant work experience. Applicants are encouraged to produce evidence of their potential to benefit from the course. Applicants who believe they may be eligible for Accreditation of Prior Experience/Learning (APE/L) for certain modules will be considered on an individual basis.

Applicants whose first language is not English will be required to have an English qualification to IELTS 6.5 or equivalent.

Key sources of information about the programme

- Myerscough College web site: www.myerscough.ac.uk
- Myerscough College higher education prospectus: http://www.myerscough.ac.uk/?page=Prospectuses
- Course fact sheet: http://www.myerscough.ac.uk/?page=higher-education-subjects
- Course Tutor: Dr Rachel White
### 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Programme Learning Outcomes</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Knowledge and understanding</td>
<td>Subject-specific Skills</td>
</tr>
<tr>
<td>LEVEL 7</td>
<td>MR4000</td>
<td>Masters Dissertation</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>MR4004</td>
<td>Research Methodology and Design</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td></td>
<td>MR4019</td>
<td>Applied Techniques for Sustaining the Equine Resource</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>MR4019</td>
<td>Comparative Exercise Physiology</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>MR4020</td>
<td>Current Issues and Innovation in the Equine Industry</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>MR4021</td>
<td>Equestrian Sport, Culture and Society</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>MR4022</td>
<td>Equitation Science</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

A1  A2  A3  A4  B1  B2  B3  B4  C1  C2  C3  D1  D2  D3
19. LEARNING OUTCOMES FOR EXIT AWARDS:

For each exit award available, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

Learning outcomes for the award of: Post-Graduate Diploma Equine Science

A1. Evaluate contemporary equine and comparative research and propose industry modifications to equestrian practice
A2. Critically analyse major scientific principles underpinning the training, management and development of the horse and rider
A3. Predict the future direction of developments within equine science and propose their application to industry
B1. Apply specialist techniques and research methods to measure the physiology, health and performance of horses and riders.
B2. Critically evaluate potential solutions to issues affecting the horse
B3. Creatively apply relevant theories from cross-discipline scholarship to the study of equestrian sport and culture
B4. Independently research and develop knowledge within specialist fields of equine science
C1. Critically evaluate technical and non-technical information
C2. Solve problems in creative and innovative ways
C3. Assimilate and synthesise ideas efficiently
D1. Communicate effectively with peers, scholars and industry professionals in a variety of media

Learning outcomes for the award of: Post-Graduate Certificate Equine Science

A2. Critically analyse major scientific principles underpinning the training, management and development of the horse and rider
B1. Apply specialist techniques and research methods to measure the physiology, health and performance of horses and riders.
B2. Critically evaluate potential solutions to issues affecting the horse
B3. Creatively apply relevant theories from cross-discipline scholarship to the study of equestrian sport and culture
C1. Critically evaluate technical and non-technical information
C2. Solve problems in creative and innovative ways
C3. Assimilate and synthesise ideas efficiently
8.2 Course Team

<table>
<thead>
<tr>
<th>Tutor name</th>
<th>General teaching subjects and/or research interests</th>
<th>Contact email and phone number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Adjei</td>
<td>Equine nutrition and reproduction</td>
<td><a href="mailto:ladjei@myerscough.ac.uk">ladjei@myerscough.ac.uk</a> Ext 2223</td>
</tr>
<tr>
<td>Eleanor Boden</td>
<td>Sociology and gender equality, equitation science, sports performance analysis and rider fitness interventions</td>
<td><a href="mailto:eboden@myerscough.ac.uk">eboden@myerscough.ac.uk</a> Ext 2309</td>
</tr>
<tr>
<td>Charlotte Brigden</td>
<td>Rider performance, industry developments, equine welfare and equitation science</td>
<td><a href="mailto:cbrigden@myerscough.ac.uk">cbrigden@myerscough.ac.uk</a> Ext 2119</td>
</tr>
<tr>
<td>Julia Gray</td>
<td>Business management, industry and strategy</td>
<td><a href="mailto:jgray@myerscough.ac.uk">jgray@myerscough.ac.uk</a> Ext 2298</td>
</tr>
<tr>
<td>Dr Jaime Martin</td>
<td>Lead researcher for the Animal Welfare and Performance group at Myerscough. Teaches research methods and statistic across College</td>
<td><a href="mailto:jmartin@myerscough.ac.uk">jmartin@myerscough.ac.uk</a> Ext 2296</td>
</tr>
<tr>
<td>Dr Rachel White</td>
<td>Equine anatomy and physiology. Research interests include: 1) Studying the physiology and pathophysiology of articular cartilage in different species; 2) Investigating the causes of osteoarthritis</td>
<td><a href="mailto:rwhite@myerscough.ac.uk">rwhite@myerscough.ac.uk</a> Ext 2309</td>
</tr>
</tbody>
</table>
### 8.3 Key Contacts

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal of Myerscough College</td>
<td>Ann Turner</td>
<td><a href="mailto:aturner@myerscough.ac.uk">aturner@myerscough.ac.uk</a></td>
<td>01995 642201</td>
<td>Administration Building</td>
</tr>
<tr>
<td>Vice Principal</td>
<td>Alison Robinson</td>
<td><a href="mailto:arobinson@myerscough.ac.uk">arobinson@myerscough.ac.uk</a></td>
<td>01995 642288</td>
<td>Administration Building</td>
</tr>
<tr>
<td>Assistant Principal Higher Education</td>
<td>Mick Cottam</td>
<td><a href="mailto:mcottam@myerscough.ac.uk">mcottam@myerscough.ac.uk</a></td>
<td></td>
<td>Administration Building</td>
</tr>
<tr>
<td>Student Support Services</td>
<td></td>
<td><a href="mailto:studentsupport@myerscough.ac.uk">studentsupport@myerscough.ac.uk</a></td>
<td></td>
<td>The CORE</td>
</tr>
<tr>
<td>College Librarian &amp; Central Services Manager</td>
<td>Jon Humfrey</td>
<td><a href="mailto:jhumfrey@myerscough.ac.uk">jhumfrey@myerscough.ac.uk</a>, <a href="mailto:library@myerscough.ac.uk">library@myerscough.ac.uk</a></td>
<td>01995 642122</td>
<td>Library Fitzherbert-Brockholes Building</td>
</tr>
<tr>
<td>Financial Services Enquiries</td>
<td></td>
<td><a href="mailto:salesledger@myerscough.ac.uk">salesledger@myerscough.ac.uk</a></td>
<td>01995 642398</td>
<td>Administration Building</td>
</tr>
<tr>
<td>Head of Inclusive Learning</td>
<td>Val Senior</td>
<td><a href="mailto:ysenior@myerscough.ac.uk">ysenior@myerscough.ac.uk</a></td>
<td>01995 642222 ext 2017</td>
<td>Fitzherbert-Brockholes Building( First floor)</td>
</tr>
<tr>
<td>Exams and Awards</td>
<td>Gary Freeman</td>
<td><a href="mailto:gfreeman@myerscough.ac.uk">gfreeman@myerscough.ac.uk</a></td>
<td>01995 642222 ext 2215</td>
<td>Fitzhberkt-Brockholes Building( First floor)</td>
</tr>
</tbody>
</table>

The following contacts relate specifically to your Academic Area:

<table>
<thead>
<tr>
<th>Head of Curriculum Area</th>
<th>Julia Gray</th>
<th><a href="mailto:jgray@myerscough.ac.uk">jgray@myerscough.ac.uk</a></th>
<th>01995 642222 ext 2298</th>
<th>The Head of Curriculum Area has overall responsibility for the courses in your Academic Area.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Head of Area</td>
<td>Charlotte Brigden</td>
<td><a href="mailto:cbrigden@myerscough.ac.uk">cbrigden@myerscough.ac.uk</a></td>
<td>01995 642222 ext 2119</td>
<td>The Assistant Head of Area has responsibility for the courses in your Academic Area.</td>
</tr>
<tr>
<td>Course Tutor</td>
<td>Dr Rachel White</td>
<td><a href="mailto:rwhite@myerscough.ac.uk">rwhite@myerscough.ac.uk</a></td>
<td>01995 642222 ext 2309</td>
<td>The Course Tutor has overall responsibility for your course.</td>
</tr>
<tr>
<td>Module Tutor</td>
<td></td>
<td></td>
<td></td>
<td>The Module Tutor has responsibility for the delivery and assessment of a module.</td>
</tr>
<tr>
<td>Personal Tutor</td>
<td></td>
<td></td>
<td></td>
<td>The Personal Tutor will help support your academic, personal and professional development</td>
</tr>
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</table>

In the first week of the academic year you will be allocated a Personal Tutor. My Personal Tutor is: [ ]
### Course Structure

#### COURSE STRUCTURE: MSc Equine Science (Full-time)

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
</tr>
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<tbody>
<tr>
<td>Equestrian Sport, Culture and Society</td>
<td>Current Issues and Innovation in the Equine Industry</td>
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<tr>
<td>Level 7</td>
<td>Level 7</td>
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<tr>
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<td>1 Module (20 Credits)</td>
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<tr>
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<td><strong>Comparative Exercise Physiology</strong></td>
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# COURSE STRUCTURE: MSc Equine Science (Part-time)

<table>
<thead>
<tr>
<th>Year 1 (or Year 2)</th>
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<th>Year 3</th>
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</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
<td><strong>Semester 2</strong></td>
<td><strong>Semester 1</strong></td>
</tr>
<tr>
<td>Equestrian Sport, Culture and Society</td>
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<td>Masters Dissertation</td>
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<tr>
<td>Level 7</td>
<td>Level 7</td>
<td>Level 7</td>
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<td>1 Module (20 Credits)</td>
<td>1 Module (20 Credits)</td>
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<td>MR4021</td>
<td>MR4020</td>
<td>MR4000</td>
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<tr>
<td><strong>Semester 1</strong></td>
<td><strong>Semester 2</strong></td>
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<td>Applied Techniques for Sustaining the Equine Resource</td>
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<tr>
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<tr>
<td>Comparative Exercise Physiology</td>
<td>Research Methodology and Design</td>
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<td></td>
</tr>
<tr>
<td>MR4019</td>
<td>MR4004</td>
<td></td>
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</tbody>
</table>
8.5 Diary Dates

The College Academic Calendar for 2017-18 with key diary dates will be published on the College Website.

Further details of specific course dates and deadlines will be updated in this handbook and confirmed to you at the start of your course.
8.6 External Examiner Details and Comments

External Examiner Name: To be appointed
Position: 
Home Institution: 

Please note: The External Examiner details are provided for information only. Students should not make direct contact with External Examiner.
8.7 The QAA UK Quality Code for Higher Education

Your course is based around the Quality Assurance Agency (QAA) UK Quality Code for Higher Education to ensure that it meets the high standards you would expect. The following are the purposes and key values of the UK Quality Code. Further information on the UK Quality Code can be found on the QAA website: www.qaa.ac.uk

The purpose of the Quality Code is to:

- Safeguard the academic standards of UK higher education
- Assure the academic quality of learning opportunities that UK higher education offers
- Promote continuous and systematic improvement in UK higher education
- Ensure that information about UK higher education is fit for purpose, accessible and trustworthy.

What are the key values of the Quality Code?

- Every student is treated fairly and with dignity, courtesy and respect.
- Every student has the opportunity to contribute to the shaping of their learning experience.
- Every student is properly and actively informed at appropriate times of matters relevant to their programmes of study.
- All policies and processes relating to study and programmes are clearly explained and transparent.
- Strategic oversight of academic standards and academic quality is at the highest level of academic governance of the provider.
- All policies and processes are regularly and effectively monitored, reviewed and improved.
- Sufficient and appropriate external involvement exists for the maintenance of academic standards and the quality of learning opportunities.
- All staff are supported, enabling them in turn to support students’ learning experiences.