** Programme Specification**

| Part 1: Basic Data | | | | |
| --- | --- | --- | --- | --- |
| Awarding Institution | Hartpury University | | | |
| Teaching Institution | Hartpury University | | | |
| Delivery Location | Hartpury | | | |
| Study abroad / Exchange / Credit recognition | None | | | |
| Department responsible for programme | Agriculture / Animal / Equine / Sport / Veterinary Nursing | | | |
| Programme Title | One name – umbrella programme name | | | |
| Professional Statutory or Regulatory Body Links | None | | | |
| Highest Award Title | The full name from the Academic Regulations | | | |
| Default Award Title | None | | | |
| Interim Award Titles | The full names from the Academic Regulations. Think carefully about whether you require specialist titles or can use the Department’s general titles. | | | |
| Mode(s) of Study | Accelerated Full Time / Full Time / Part Time | | | |
| Codes | **UCAS:** | | **UNIT-E:** | |
| Relevant QAA Subject Benchmark Statements | Agriculture etc.  Sport etc. | | | |
| Most recent Validation Date | V1.0 - | **Due for re-validation by:** | | 01 Sept 2024 |
| Amendment Approval Date |  | **Approved with effect from** | | 01 Sept 2019 |
| Version | 1.0 | | | |

| Part 2: Educational Aims of the Programme |
| --- |
| Be broad and concise. The learning outcomes of the programme are where the detail of what a student learns is. These set the scene. |
| **Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)** |
| You are writing this for a prospective employer of a graduate. So it is a sales pitch. Ideally no more than 100 words. |

|  |
| --- |
| **Part 3: Programme Structure** |
| This structure diagram demonstrates the student journey from Enrolment through to Graduation for a typical **full time student**, including:   * level and credit requirements * award requirements that are in addition to those described in the Hartpury Academic Regulations * module diet, including compulsory, core and optional modules |

|  |  |  |  |
| --- | --- | --- | --- |
| Stage 1 | Compulsory Modules | Optional Modules | Awards |
| HSPXMV-15-7  Professional Development Portfolio  It is unusual we would approve more than 120 credits at UG levels 3 or 4 for programmes, but they don’t all need to be compulsory. Sometimes we do use a core bundle, either or  Make core bundles of modules very clear, e.g. Either x or y, or at least one from: |  | Award Title  Any specific modules that have to be achieved etc.  Should match those on first page |
| Stage 2 | HSPXMV-15-7  Professional Development Portfolio |  |  |
| Stage 3 | HSPXMV-15-7  Professional Development Portfolio |  |  |

|  |
| --- |
| **Part time:**  The part time student journey from Entry through to Graduation is individually negotiated with the student. It typically takes a minimum of x years and would involve |

| Part 4: Learning Outcomes of the Programme |
| --- |
| The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: If the highest award is above level 3 then we don’t map foundation years. Think very carefully about what the learning outcomes of each year should be, try to write them to be clear. They must be achieved. Do look at the subject benchmark statement you say you are considering. Think very carefully about whether you should use optional modules to map. |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | ***Learning Outcomes:*** | **Professional Development Portfolio** | Module Name | Module Name | Module Name | Module Name | Module Name | Module Name | Module Name | Module Name | Module Name | Module Name | Module Name | Module Name | Module Name | Module Name | Module Name | Module Name | Module Name | Module Name | Module Name | Module Name | Module Name | Module Name | Module Name | | **A) Knowledge and understanding of:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | **1.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | **2.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | **3.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | **etc** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | **(B) Intellectual Skills** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | **1.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | **2.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | **3.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | **etc** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | **(C) Subject/Professional/Practical Skills** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | **1.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | **(D) Transferable skills and other attributes** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | **1.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |

| Part 5: Student Learning and Student Support |
| --- |
| **Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated**  *This is the place to draw attention to any specific career/employment related preparation and/or opportunities for work-based and/or work-related learning.  The relationship of Teaching, Learning and Assessment Strategies and their relationship to work-based learning are particularly important for vocational and Foundation Degree Programmes.*  *Please indicate the main features worthy of note. The salient features of student support for learning might include references to:*   * *Induction activities;* * *Career planning and preparation;* * *Visits, student societies and opportunities for learning and participation outside the formal curriculum;* * *Supplemental instruction;* * *Support for students with disabilities/additional needs*   At Hartpury there is a policy for a minimum average requirement of 15 hours / week in year one and 12 hours / week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face: face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.  On the ….*[#programme name]* programme teaching is a mix of *….. [#scheduled, independent and placement learning]*. For the programme ….. *[give details].*  Only use the below if they add to your section and if you have used these terms etc.  **Scheduled learning** includes *(delete as appropriate)* lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop. Scheduled sessions may vary slightly depending on the module choices made.  **Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.  **Placement learning**: may include a practice placement, other placement, year abroad. |
| **Description of the teaching resources provided for students** |

| Part 6: Assessment |
| --- |
| This programme will be assessed according to the approved Academic Regulations including specific variant regulations: *(add details of any further specific regulations as required)*  The distinctive module used by the Programme Examination Board to inform recommending differential awards for students when considering borderline performance profiles will be xxxxxx |
| **Assessment Strategy**  Assessment strategy to enable the learning outcomes to be achieved and demonstrated:  *The range and types of assessments should measure appropriately students’ achievement of the knowledge, skills and understanding identified in the learning outcomes. Where work-based or work-place learning is an intended part of the proposed programme, the team will need to ensure that any assessment of work-based or work-place learning is part of a coherent assessment strategy for the programme as a whole.*  *Are the assessment methods linked to competence standards and is there justification for the assessment methods used?* |
| **Assessment Map** |
| The programme encompasses a range of **assessment methods** and these are detailed in the following assessment map:   |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | | **Type of Assessment\*** | | | | | | | | | | | ***Instructions****:*  *Add the Component (A or B) to the appropriate column for each Module Number*  *If group work please add a ’G’ in the box i.e. A(G)* | | Unseen Written Exam | Open Book Written Exam | In-class Written Test | Practical Exam | Practical Skills Assessment | Oral assessment and/or presentation | Written Assignment | Report / Project | Dissertation | Portfolio | | **Compulsory Modules**  **Level 4** | **Module No** | A  (50) |  |  |  |  |  | B  (50) |  |  |  | | **Module No** |  |  | A  (70) |  |  | B(G)  (30) |  |  |  |  | | **Module No** |  |  |  |  |  |  |  |  |  |  | | **Module No** |  |  |  |  |  |  |  |  |  |  | | **Module No** |  |  |  |  |  |  |  |  |  |  | | **Core Modules Level 4** | **Module No** |  |  |  |  |  |  |  |  |  |  | | **Module No** |  |  |  |  |  |  |  |  |  |  | | **Compulsory Modules**  **Level 5** | **Module No** |  |  |  |  |  |  |  |  |  |  | | **Module No** |  |  |  |  |  |  |  |  |  |  | | **Module No** |  |  |  |  |  |  |  |  |  |  | | **Module No** |  |  |  |  |  |  |  |  |  |  | | **Module No** |  |  |  |  |  |  |  |  |  |  | | **Optional Modules**  **Level 5** | **Module No** |  |  |  |  |  |  |  |  |  |  | | **Module No** |  |  |  |  |  |  |  |  |  |  | | **Module No** |  |  |  |  |  |  |  |  |  |  | | **Module No** |  |  |  |  |  |  |  |  |  |  | | **Module No** |  |  |  |  |  |  |  |  |  |  | | **Compulsory Modules**  **Level 6** | **Module No** |  |  |  |  |  |  |  |  |  |  | | **Module No** |  |  |  |  |  |  |  |  |  |  | | **Module No** |  |  |  |  |  |  |  |  |  |  | | **Module No** |  |  |  |  |  |  |  |  |  |  | | **Module No** |  |  |  |  |  |  |  |  |  |  | | **Optional Modules**  **Level 6** | **Module No** |  |  |  |  |  |  |  |  |  |  | | **Module No** |  |  |  |  |  |  |  |  |  |  | | **Module No** |  |  |  |  |  |  |  |  |  |  | | **Module No** |  |  |  |  |  |  |  |  |  |  | | **Module No** |  |  |  |  |  |  |  |  |  |  |   \*Assessment should be shown in terms of either Written Exams, Practical exams, or Coursework as indicated by the colour coding above. |

| Part 7: Entry Requirements |
| --- |
| Applicants will have achieved entry criteria appropriate for the year of entry, which can be found through the Hartpury website ([www.hartpury.ac.uk](http://www.hartpury.ac.uk)).  Applicants must provide evidence which demonstrates that they can benefit from study on this programme and are likely to achieve the required standard.  We also welcome applicants from a diverse range of backgrounds who do not have the entry requirements outlined above. Applicants will be considered on the basis of evidence of personal, professional and educational experience which indicates an applicant’s ability to meet the demands of an undergraduate degree programme. Applicants with non-standard entry criteria maybe reviewed on an individual basis. This may take the form of an individual interview with members of the programme team and possibly the completion of a set task such as a written assignment.  Where appropriate experience or learning has been gained prior to enrolment on the programme, Hartpury will consider applications for advanced entry, e.g. into year two or three of a programme. More details on how to apply for this can be found through the Hartpury website.    *For undergraduate:* Applicants whose first language is not English must also gain a minimum IELTS score of 6.0 prior to entry onto the programme.  *For postgraduate:* Applicants whose first language is not English must also gain a minimum IELTS score of 6.5 prior to entry onto the programme. |

|  |
| --- |
| This 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. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found through Hartpury’s website. |

**Programme Amendment Log**

|  |  |
| --- | --- |
| **Programme Title:** |  |
| **Programme Code:** |  |
| **Initial Approval Date:** |  |

**Changes:** *Most recent at the top of the page*

|  |  |
| --- | --- |
| **Current version number:** | |
| **Outline Change Details**: *List the changes section by section, making it clear what has been changed and if helpful (from what to what)* | |
| **Material Alteration: No / Yes and is accompanied by the relevant course information sheets.** | |
| **Rationale:** | |
| **Change requested by: (Name)**  I can confirm that student representatives have been consulted about this change  I can confirm that colleagues impacted by this change have been consulted  I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report  **Signature**: **Date**: | |
| **Name of Head of Department:**  I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department; OR;  I confirm that this change does require additional resources and have included a completed Resource Impact and Authorisation Form  **Signature**: **Date**: | |
| **Approval Committee and Date:** | *e.g. CVC 2018 05 12* |
| **Change approved with effect from:** |  |
| **Resulting new version number:** |  |