



Faculty of Equine and Rural Activities

# **FdSc Equine Management Year 1**

## **HADLOW COLLEGE STUDENT PROGRAMME HANDBOOK**

### **ACADEMIC YEAR 2014/15**

**Programme Leader: Jessica Berry**

## **WELCOME FROM THE PRINCIPAL**

### **Welcome from the Principal**

Welcome to Hadlow College and to continuing students – welcome back! Hadlow has an exceptional record for teaching and learning. As a Higher Education student, you will have the use of some of the best specialist land-based resources in the country. Our team of lecturers are experts in their chosen area of teaching.

The College has an excellent national reputation which means that you are now a student attending the best College in the country with the best staff to support you.

This handbook contains important information about being a student at Hadlow College and is designed to help you throughout your programme of study. It contains information on the support we offer and where you can go for help and advice and I would urge you to read it and retain it for future reference.

There is always something special going on at Hadlow College and we encourage our students to be fully involved in College activities through regular Learner Voice forums, as Programme Representatives and through the Student Union. Look out for more details of these when you arrive at College.

Finally, may I take the opportunity once again of wishing you every success and happiness in your studies at Hadlow College.

Paul Hannan  
**Principal**



## INTRODUCTION

Hadlow College is a Partner College of the University of Greenwich and together the two institutions manage a range of Higher Education (HE) programmes based at the College, with the University of Greenwich ultimately responsible for the quality and award of the academic qualifications and Hadlow College responsible for the organisation and their operational effectiveness of all programmes.

The College's Higher Education programmes are in the educational sector that serves the land-based industries, ranging from Garden Design, Landscape Management and Horticulture, through International Agriculture, Fisheries Management and Countryside Management, to the animal sciences such as Equine Management, Equine Sports Therapy and Rehabilitation, Animal Management, Animal Conservation and Biodiversity, and Applied (Animal) Behavioural Science and Welfare.

The specific programme you are actually registered on is a Foundation Degree (FdSc), which is designed for part-time, full-time study or both. This programme is linked to the University Department of Life and Sport Sciences.

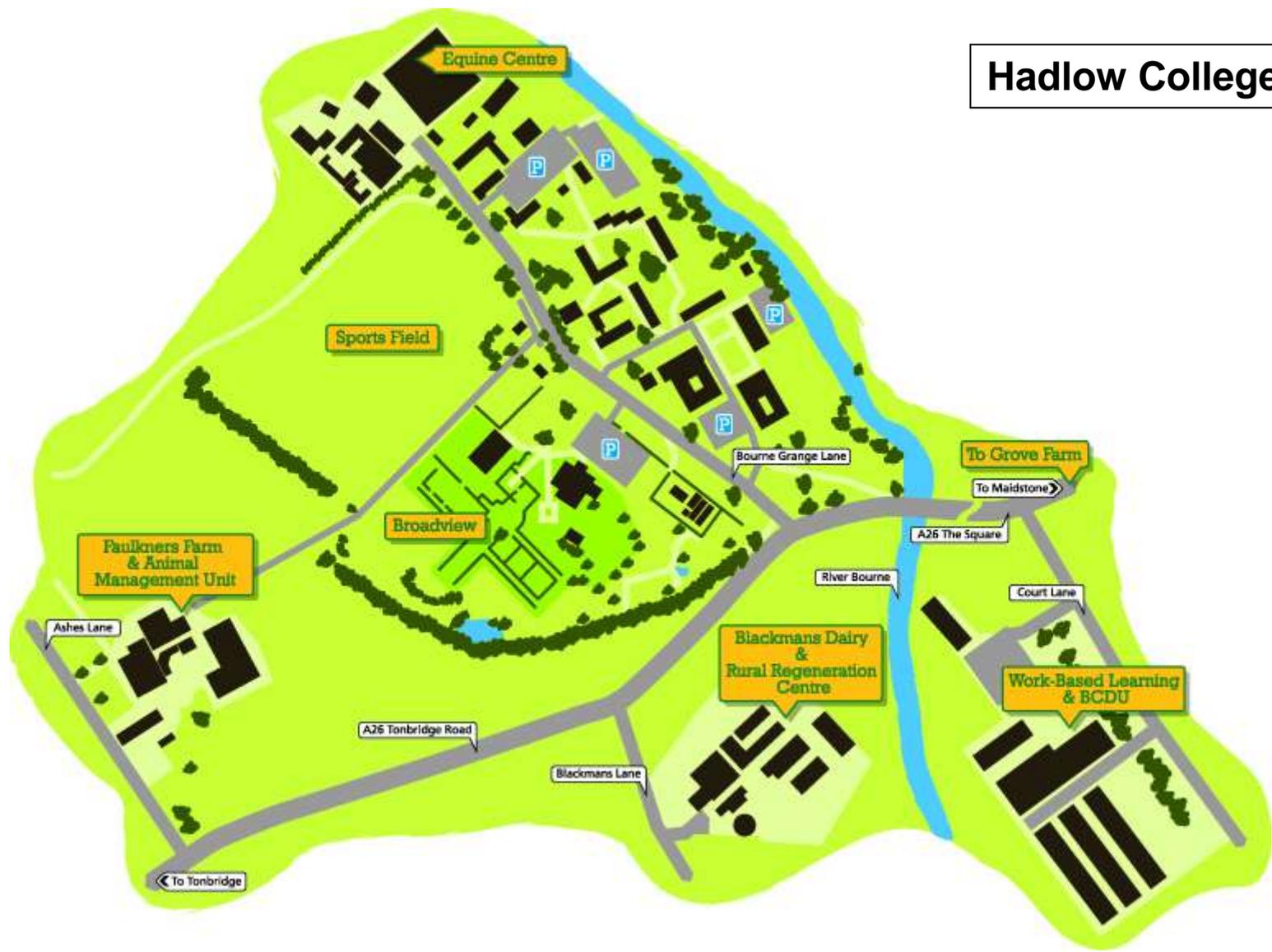
The general information section of this handbook contains important information which is useful to all Higher Education students at the College. It complements the programme specific information section later in your handbook. Please take the time to read it all. It will help you navigate through the College systems and save you time when you have a specific query or problem. Further information is also available on the College's HE Moodle page.

All the staff at Hadlow College wish you an enjoyable and successful programme of studies. We are all here to help you to be successful, so if in doubt – ask!

*Derek Payne*

***Disclaimer:*** Hadlow College reserves the right to discontinue any class or programme, to alter any programme or to amend any other information, when necessary without notice. It is the intention of the College to keep under review the content, teaching methods and assessment of the programmes and in consequence there may be changes which have overtaken the production of this Handbook, or which may occur during the year. Any such changes will be advised to you by your Programme Leader. You are reminded that all work produced during your programme of study may be retained for reference, exhibition or quality assurance purposes.

# Hadlow College Main Campus



# GENERAL INFORMATION

Please note the relevant HE policies can be accessed via the College HE Moodle page.

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## **1.0 STUDENTSHIP**

### **1.1 New student, continuing student or returning to study**

Whether you are a new student, a continuing student or a student returning to your studies after a break you should always try to improve your skills for learning. Being a student, it is recognised that you will have many pressures around your studies (time, family, financial, etc).

Getting to know how to learn and improving your skills for learning should help you cope with these pressures. You are therefore strongly advised to read tips and advice on all sorts of studentship skills such as: note-taking, thinking skills, information literacy, skills in working with others, communicating through writing, doing research, coping with assessments, time management etc. In particular, you will want to familiarise yourself with the advice on how to correctly reference academic work in order to avoid plagiarism.

### **1.2 Attendance and assessments**

Experience and research shows that most students who fail have poor attendance records and do not actively engage with their studies, therefore the College has a minimum attendance requirement of 93% and you should aim for 100% attendance.

The College reserves the right not to mark assessments which have been developed over a period of time through attendance at College, if the student's attendance and engagement with the process is judged to be inadequate. For example, staff may not accept assessments or a final dissertation project which suddenly appears, without having been developed and discussed within the tutorial, supervision or regular sessions.

### **1.3 Expected work load and other commitments**

Higher Education studies are planned with the understanding that one credit means a notional study period of 10 hours (this includes contact time at College and assessment together with personal study time). Thus, for a 15 credit course, students are expected to study approximately 150 hours. This will include contact (lecture, practical, etc.) time of approximately 35 – 40 hours for a 15 credit course, so obviously requiring a lot of self-driven study and assessment time on top of the contact time. Of course, this may vary from individual to individual and from course to course.

Both full-time and part time students should ensure that this study regime is compatible with their work and family life. Part-time students are expected to obtain agreement from their employers to attend on the required day(s), and to ensure adequate study time around their other commitments.

A typical full-time undergraduate student will take 120 credits per year. This means approximately 40 hours of study per week over 30 weeks (26 teaching weeks plus assessment and further weeks of study during the scheduled Revision/Self Study Weeks and the winter and spring breaks. Students should expect to spend even more hours of study each week towards the end of a major project. For these reasons, full time students are strongly advised not to work more than 15 hours per week in paid or

voluntary employment during term time. Part-time students should expect to devote their time pro-rata to how much study they are doing – 90 credits a year for example would imply about 30 hours of study per week.

#### **1.4 Learning from other students**

Of course you will not just learn from tutors and lecturers. You will learn a lot from other students as well. Try to get to know the other students in your programme and those in the other programmes at the College. There is a unique opportunity to discover how the other disciplines look at the world. Take the time to meet informally and socially with the other students in your year. Part of what is called 'social learning' takes place through informal discussions with other students.

Make sure you attend any presentations by other students as they will be really useful to you and are an important part of your learning experience.

#### **1.5 Help promote a good learning environment**

You can help promote a good learning environment through polite, adult and considerate conduct. This will extend to all aspects of your student life at the College. Here are some illustrations of what is meant:

- Do not be late for lectures and classes as it is very disruptive for others, and can affect health and safety briefings.
- If you are late, there are ways of entering a class and sometimes a little judgment is required. It might be better to join when there is a natural break in the class.
- In large format lectures, students should not distract their peers by engaging them in conversation, which has the knock-on effect of annoying further students.
- Mobile phones should be turned off before entering classrooms and exams.
- In presentations by other students, including 'crits' and studio presentations, do show respect to your fellow students and tutors by avoiding having parallel conversations in the background.

#### **1.6 Personal Development Planning**

Personal Development Planning (PDP) will help you define and explore your goals and map out ways to turn them into reality. It will enable you to articulate the skills you are developing now in order to open up opportunities in the future. The PDP paperwork is all available on the College HE Moodle page and during Induction or an early tutorial this will be introduced to all students. You are highly encouraged to use PDP since your final transcript may contain reference to whether you have completed a Personal Development Plan while you are at the College.

#### **1.7 Learn to find information**

Do not wait to be told everything. No-one has time to tell everybody personally what is going on. Read your handouts, check the College HE Moodle page and your College emails regularly. Look at notice boards and for a start.....read this handbook !

## 2.0 ASSESSMENT

Hadlow College's HE Assessment Policy can be accessed via the College HE Moodle page – **PLEASE ENSURE YOU READ THIS POLICY IN CONJUNCTION WITH THIS HANDBOOK.**

### 2.1 Assessment Schedule

**Programmes are made up of courses** - the Course Specifications are in the Programme Specific Information at the back of this handbook. Each course specification has a section on assessment. Please read this carefully. This will enable you to understand how each course is assessed, how many pieces of coursework you will submit and if there are any examinations for the course.

A detailed schedule of assessment with hand-in dates for coursework, dates for examinations and design 'crits' as appropriate, will be given to you by the course co-ordinator at the start of each course.

In the meantime **PLEASE NOTE ALL THESE EXAMINATION DATES –**

- January Exams: the **week** commencing **January 5<sup>th</sup> 2015**.
- May exams: in the **three weeks** commencing **April 27<sup>th</sup> 2015 (April 27<sup>th</sup> – May 15<sup>th</sup>)**.
- Resit/deferred exams: in the two **weeks** commencing **July 20<sup>th</sup> 2015 (July 20<sup>th</sup> – July 31<sup>st</sup>)**.

### 2.2 Assessment Regulations

Your programme will be assessed in accordance with the University of Greenwich's **Academic Regulations** (Academic Regulations for Undergraduate Taught Awards) and they include regulations governing progression, retrieval of failure and reassessment and appeals.

Please note all University of Greenwich polices can be accessed via the College HE Moodle page.

### 2.3 Responsibilities of Students Regarding Assessment

The University statement on your responsibilities regarding assessments is stated in the University Academic Regulations (for Undergraduate Taught Awards).

It is the responsibility of all students to attend examination-based assessments and to submit work for assessment as required and to provide the examiners in advance of their meeting with any relevant information on personal circumstances which may have affected their performance and which they wish the examiners to take into account.

**If a student fails to attend examination-based assessments or to submit work for assessment without good cause, the examiners have the authority to deem the student to have failed the assessments concerned. As a consequence students must resit these assessments during the Assessment Resit Week/s.**

**If a student fails without good cause to provide the examiners in advance of their meeting with information about any extenuating circumstances** which may have affected performance in assessments, the body authorised to consider requests for the decision of the examiners to be reviewed (the Academic Appeals Committee) is empowered to reject any such request on the grounds of not meeting the required deadline date.

### 2.3.1 Your responsibilities in practice

These relate to:-

- recording your address with the College;
- attendance at examination based assessments;
- submission of course work for marking by the required date;
- meeting the External Examiners, if asked to do so;
- notification to the College and University of personal problems and extenuating circumstances;
- awareness of the guidelines on suspected cheating and plagiarism;
- awareness of the University policy on late submission of coursework.

**Recording your address - it is your responsibility** that the correct address for receipt of the results or other correspondence is held on the College database. You can complete a 'change of details' form available from the College Information and Recruitment Services (CIRS).

### 2.3.2 Assignment-based assessment

Assignments should be word-processed and submitted well before the hand-in deadline time on the due date, via the Learning Resource Centre. The assignment must clearly be your own work, with adequate references cited throughout the text to avoid accusations of plagiarism. The **total word count (excluding references) must be included at the end of each assignment.**

Students are required to give credit to the authors of the evidence they use to support the arguments within their essays and other assignments. The University requires students to use the **Harvard System of referencing (citation) and not the numeric system.** There is further guidance on the Harvard System of referencing and on plagiarism on the College HE Moodle page and the Learning Resource Centre Moodle site.

Before submitting any assessment you are encouraged to discuss your assessment with the Course Tutor to gain informal feedback and to ensure you are fully aware of all the requirements for submitting assessments.

The College policy on marking assessments is that they will be marked and returned to you within 4 academic weeks. Second marking will also, where possible, have been completed within this 4 week period. Where this isn't possible due to unforeseen circumstances, your first marked assignment will be returned to you temporarily, within the 4 week period, to enable you to benefit from the feedback and this assignment will then be collected in for second marking.

Please note for presentation/practical assessments, the second marking will take place at the time of the event. If this is not possible, the plan of the presentation together with the marking sheet/criteria will be moderated.

### Foundation Degree Overall Grading

Distinction (70% or above)
Merit (60% or above)
Pass (40% or above)
Fail (Below 40%)

### 2.3.3 Assessment and feedback

A key outcome of assessment is the feedback you receive on your progress and achievement, which will help to inform your approaches to learning on that specific course and across your programme generally. Through understanding your strengths and weaknesses, and with guidance, you can look to improve your performance.

The College will give feedback on assessment which is:

- Timely within 4 teaching weeks.
- On all assessment methods.
- Targeted to enhance learning.
- Detailed to indicate what you need to concentrate on to improve performance.
- Designed to help you reflect on your work, take action and prioritise to improve your learning.
- In a variety of forms including: Group feedback, 1:1 in tutorial, audio feedback, verbal feedback and written assessment feedback.

Feedback can be given before work is assessed and you are encouraged to discuss with your Course Tutor opportunities for formative assessment and feedback.

**Student self assessment** – through assessment feedback you will be encouraged to develop skills of self-appraisal and the management of your own learning (i.e. 'independent learning'). You will also be required to set yourself future targets to further improve your skills.

### 2.3.4 Attendance at examination based assessments

It is your responsibility to note the dates, timing and rooming of written and other examinations. These will be displayed on the College's HE Moodle page and notice-boards, and a copy will also be posted to you at your current address. You should note, in particular, the dates for referred and deferred written examinations in August and holidays should be arranged accordingly. The "Assessment Information for Candidates" document can be accessed through the College's HE Moodle page.

If you are sick on the day of an examination then you **must telephone the College Examination Office** for approval before the examination. This approval will be subject to submission, as soon as possible, of written evidence from a medical practitioner.

### 2.3.5 Presentation of coursework, studio work, portfolios to the Progress and Award Board (PAB)

As in all Higher Education study in the United Kingdom, External Examiners are appointed to each programme to ensure that the academic standards of the programme are being upheld. When External Examiners attend the Progress and Awards Board (sometimes known as the Examinations Board) meeting at the end of each academic year they will usually wish to inspect your marked assessments including dissertations, examinations scripts, assignments, studio coursework, other coursework, or portfolios as appropriate. The method and date of presentation will be advised by your Programme Leader. You will also need to follow the procedure adopted by the Programme Leaders for the subsequent collection of your coursework shortly after the meeting of the Board.

**Note:** The College reserves the right to retain selected coursework, portfolios, dissertations and other student submissions for inspection at professional accreditation, validation and other events.

### 2.3.6 Meeting the External Examiners

External Examining provides one of the principal means whereby the College verifies, maintains, and enhances the academic standards of the courses and the programme on which you are studying. They also help the College to ensure that your assessment processes are sound, fairly operated and in line with the policies and regulations of both Hadlow College and the University of Greenwich.

External Examiners - academic staff from other Higher Education Institutions or from the professions - are appointed as reviewers of your courses and your programme of study for a period of 4 years. They provide a number of important services, for example external examiners will

- Review and comment on the standard of key elements of assessment that you have been set.
- Review samples of student work and confirm whether the standard is at the level expected for the award you are studying and whether it is comparable with other Institutions that they know.

- Provide the College with an independent view of how well we conduct our processes for marking and internal moderation of assessments.
- Attend Progress and Awards Boards (PAB) and contribute to deliberations for conferring student degree classifications and awards, assisting the University and College in treating all students fairly and consistently with regard to our regulations. External examiners will endorse the outcomes of PABs based on their scrutiny of the assessments and the deliberations of the PAB. No degree award can be made without the assent of the external examiner.
- Report formally their findings to the University and college at the end of each year and identify our good practice as well as making recommendations for improvements in the future.

External Examiner reports for your programme of study can be obtained electronically by request to the University's Academic Quality Unit.

The Academic Quality Manager for the Department of Life and Sport Sciences is Christopher Harper, [C.J.Harper@greenwich.ac.uk](mailto:C.J.Harper@greenwich.ac.uk)

If you want to request a report for the last year, please state the programme on which you are registered in your request. Undergraduate reports are usually available from 1<sup>st</sup> September, Postgraduate reports later, and usually November/December. The College are currently in consultation with the university with a proposal to make the relevant reports routinely available to students.

External Examiners will not mark your work personally and nor will they comment upon individual students or individual works in their reports or engage in correspondence with individuals in respect of grades, marking, feedback, degree class and other personal academic matters. For these you will need to speak to your tutors and Programme Leader.

The External Examiner for your programme of study is identified in Section 6 of the Programme Specific Information at the back of this handbook.

You may be required to meet the External Examiner/s before the Progression and Awards Board, which normally meets in May/June each year. This may be for a general discussion, for an individual talk, or for a viva-voce examination. In a viva-voce, the External Examiners are not assessing you, they are assessing the standards on the programme as a whole. You should therefore be prepared to attend the College at this time. Your Programme Leader will inform you further on this issue.

### **2.3.7 Notification of personal problems and claim for extenuating circumstances.**

Please see the College HE Moodle page with the detailed rules and regulations regarding extenuating circumstances and the application form - **any claim for extenuation must go through the College Examination Office.**

The College recognises that students may sometimes suffer problems which are outside their control and which may affect their performance in assessments. The

extenuating circumstances procedure enables students to submit claims for consideration. The following information is a summary:

Factors which the College and the University of Greenwich **considers** may prevent a student from showing their true level of performance in an examination or coursework include:-

- Serious illness or accident at the time of an assessment or in the period leading up to a formal assessment.
- Severe emotional or mental stress at the time of an assessment or immediately before it.
- Other unexpected and completely unpredictable factors totally outside the student's control taking place at the time of an assessment or immediately before it.

Factors which the College and the University of Greenwich **does not** consider applicable include:

- Long-term conditions or problems – advice is available from the Team Leader for Additional Learning Support at the College, from your Personal Tutor or Programme Leader.
- Examinations stress or stress in a practice placement – everyone experiences some degree of stress in these situations.
- Foreseeable problems such as loss of computer records or disrupted transport. It is expected that students will take reasonable steps to avoid foreseeable problems, such as loss of computer records (by backing up work regularly) or transport disruption (by planning alternative routes where possible).

Claims for extenuating circumstances are only entertained if:

- **Application is made on the official Extenuating Circumstances Form (available from the College HE Moodle page).**
- Relevant objective evidence is submitted (full details are on the College HE Moodle page and on the form itself).
- The completed form together with the relevant evidence is handed in through your Programme Leader **to the College Examination Office** who will forward it securely to the appropriate University office – a receipt should be issued by the University, and you **MUST** keep this safely.  
***(Please note whilst the form itself may direct you to submit directly to the Student Centres at the University, students must submit directly to the Examination Officer at the College).***
- The claim is made at the time of the unforeseen circumstances and **not retrospectively**.
- Claims relating to the submission of coursework/continuous assessment should be made **before the assessment is due**. This includes work affected by extenuation which is handed in by submission deadline AND also work submitted within 10 working days of submission deadline.
- **Claims relating to examinations (and preparation for) should be made within 5 working days of the end of that examination period.**
- If you are sick on the day of an examination then you **must telephone the College Examination Office** for approval before the examination. This approval will be subject to submission, as soon as possible, of written evidence from a medical practitioner.

- Claims relating to multiple assessments/examinations affected, which can be covered by the same extenuating circumstance should be detailed on a single proforma.

**Consultation with your Personal Tutor, Programme Leader, Student Support Services or the Additional Learning Support Team is required before submitting a claim.** All claims are treated confidentially. If your circumstances are so severe that you do not want the information to be seen by any of your tutors, then a College Counsellor can write to the Chair of the Extenuating Circumstances Panel, at the University on your behalf. The Counsellor will need to have seen any objective evidence (details are on the form).

The circumstances will be considered by the University Department Extenuating Circumstances Panel reporting to the Progressions and Award Board. Whilst extenuating circumstances do not excuse a student from completing formal assessment, the Board can make its decisions on progression or award in the light of all the relevant information.

It is possible to opt to submit for assessment by the original due date, even if extenuation has been approved. However, if the assessment is passed, this mark will stand. The approved extenuation will only be applied if a course has been failed.

### **2.3.8 Late Submission of Coursework**

One of the obligations which you have subscribed to in the Student Charter states that:

**You are expected to respond to deadlines and other requirements issued by Course Co-ordinators.**

The College and University enforces a strict policy regarding adherence to submission deadlines. **All coursework submitted later than the official submission deadline, established by the Course Co-ordinator, will be graded as 0% unless accompanied by an extenuating circumstance form, which is subsequently accepted as valid.** If there are valid reasons for you to submit work late you must submit a claim for extenuating circumstances (see 2.3.7 above).

In practice this means that:

- if you submit work late without a claim for extenuating circumstances, the work will be marked but you will receive 0%.
- if you submit work late with a claim for extenuating circumstances and your claim for extenuating circumstances is subsequently rejected by the School Extenuating Circumstances Panel, the work will be marked 0%.

### **2.3.9 Claim for Accreditation of Prior Learning (APL) subdivided into Accreditation of Prior Certificated Learning (APCL) or Accreditation of Prior Experiential Learning (APEL).**

**Please see the College HE Moodle page with the detailed rules and regulations and Approved Claim AP(E)L Form.**

In some cases, you may be able to claim exemptions for some courses. You should always discuss this with your Programme Leader and the relevant course co-ordinator(s). If they agree to consider a claim for AP(E)L, you must fill in the appropriate form available on the College HE Moodle page. You will need to provide original evidence as appropriate such as transcript of grades, letter from employers, or a portfolio of work. You should not assume that you are exempt from any course until your claim has been formally accepted and you have been notified in writing. Tutors or academic staff may tell you verbally that you will probably be exempted from a course, but do not take their word for it. This will only be ratified by the College and University of Greenwich when your claim has been formally accepted in writing.

Claims for AP(E)L should be submitted prior to the commencement of the course/s you are seeking exemption from. **For first semester courses, claim forms should be submitted no later than September 30<sup>th</sup> and January 31<sup>st</sup> for second semester course/s. They must be submitted through your Programme Leader or Personal Tutor who will countersign it if accepted and pass it on to the College Examinations Officer to submit to University.** If you have not heard from the University about your claim within 4 weeks of submitting it, please contact the College Examination Office – clearly the earlier you submit a claim, the earlier you will know if it is accepted, and be able to manage your attendance/assessment on that course as required.

**Note: All applications must be submitted to the College Examination Office and not directly to the University. You must also attend the commencement of the relevant course until you have received confirmation that your AP(E)L application has been approved.**

#### **2.4 Academic Appeals Procedure**

Academic appeals against assessment decisions are ideally sorted out as quickly as possible on an informal basis, and in the first instance you should contact your Programme Leader or your Head of Faculty at the College to discuss any anomalies and for further advice.

However if you do wish to proceed with a formal appeal against the decision of the Progress and Awards Board (PAB) you **must** follow the College Guide to Academic Appeals on the College Moodle page and submit your appeal within 15 working days of notification in writing.

### 3.0 ACADEMIC DISHONESTY and PLAGIARISM

In general, the College would want to encourage collaborative work with other students and wide reference to other work - published and unpublished - in your studies. It is important to distinguish these activities from cheating and plagiarism. There are various forms of academic dishonesty but in the student context it normally means cheating in examinations or presenting work for assessment which is not their own, otherwise known as plagiarism.

What is plagiarism? Plagiarism is the use of material from an unacknowledged source, which is presented as your own work and is a serious offence. Plagiarism as a form of cheating takes place when a student takes or copies ideas, information, data or results from an unacknowledged source, without quotation marks or any indication such as a citation that the ideas or information is not the student's own. If carried out knowingly, cheating and plagiarism have the objective of deceiving examiners and this threatens the integrity of the assessment procedures and the value of your awards. It is seeking to gain an unfair advantage over other students. You are therefore advised that when you write or make a presentation about the ideas or information that you have read or heard, to "cite" the work by drawing attention of the reader to the original author of the idea or source of information.

Everyone uses a variety of sources all the time in preparing essays, reports and the like, nevertheless it is your responsibility to draft out the arguments in your own words and to present your own views. When presenting published material you should not reproduce it verbatim but should express the ideas and arguments you wish to use in your own words **and you must acknowledge the source of material**, whether it is in written, diagrammatic or map form. Whenever direct quotes are used they should be enclosed within quotation marks and the source attributed (author's surname, date of publication: page no).

**Warning:** Students are warned that all forms of cheating, including plagiarism, are totally unacceptable and any student discovered cheating or plagiarising is seen as having committed an offence and will face serious consequences.

A student who is thought to have attempted to gain an unfair advantage in an examination or other assessment may be deemed to have committed an offence. There are university-wide regulations which are followed by staff where there are good grounds to suppose that an offence has taken place. The procedure for investigating a suspected offence and the range of penalties that can be imposed is outlined in the advice leaflets on the University and on the College Moodle.

#### **Suspected plagiarism and cheating – definitions**

Plagiarism includes, but is not limited to:-

- using published work without referencing (the most common);
- presenting group work as one's own individual work without acknowledgement of other's contribution;
- copying coursework essays;
- collaborating when the work is supposed to be individual;
- taking a computer file / program from another student;
- submitting the work of another person;

- copying someone else's design without acknowledgement;
- using someone else's design or visual material without acknowledgement;
- the use of unacknowledged material published on the web and purchase of model assignments from whatever source.

Similarly, cheating includes:-

- bringing unauthorised material into an examination, including material programmed into a calculator;
- communicating with other students in an examination;
- obtaining a copy of the examination paper in advance;
- persuading another person to sit the examination;
- allowing another student to copy one's work (also called collusion in cheating).

Other forms of dishonesty include:-

- copying laboratory results of another student and falsifying laboratory results.

Please see the guidance on plagiarism on the College HE Moodle page.

## 4.0 TUTORIAL SUPPORT ARRANGEMENTS

The academic programmes are managed on a day-to-day basis by the Programme Team. The “Programme Team” includes the Programme Leader, Course Co-ordinators and other tutors teaching on the programme. Normally any straightforward problems which arise concerning your learning, or course arrangements or facilities are dealt with by the Course Co-ordinator, your Personal Tutor and Programme Leader in that order.

### 4.1 Personal Tutors

You will have a **Personal Tutor** in any particular year of study. This may often be the same person as your Programme Leader. Your Personal Tutor will try to help you with your learning, your progress, your day-to-day academic queries (see Channels of Communication – Section 7.0) or personal problems which affect your work.

HE students have a tutorial entitlement to five 20-minute personal tutorials per year plus two Group Tutorials per term within the overall programme hours.

### 4.2 Problems and illness

Problems of a non-academic nature during the year, where they may have a bearing on your academic performance, should be notified initially to your Personal Tutor particularly if they cause, for example, failure to submit assessments or poor attendance.

In referring matters to your Personal Tutor, occurrences such as the following would be considered problems of a non-academic nature:

- absence through illness (this requires a certificate from a doctor if longer than one week);
- illness interfering with your studies while attending college; and,
- family or domestic upheaval which may be affecting work.

In many cases this will simply be a matter for the record. In other cases, your Personal Tutor may be able to help avoid minor difficulties developing into major difficulties. If necessary, your tutor can suggest other care services within the College or University.

However, in the first instance, the onus lies very clearly with you to inform your tutor of any personal difficulties you are encountering. You are advised to telephone the **Student Absence Monitor on 0800 814 8817** to inform of any absence due to illness or otherwise and confirm this upon your return. A certificate from your doctor should be supplied if your illness affects either your ability to do assignment work or your examination performance. If your absence is likely to affect group work, please ensure a message is left with the Student Absence Monitor on 0800 814 8817 for the other students in your group.

**NOTE: in addition to discussion with your Personal Tutor, there are formal procedures to be followed where personal circumstances may affect, or have affected, assessment** (refer Responsibilities of Students Regarding Assessment – item on Extenuating Circumstances 2.3.7 and Late Submission of Coursework 2.3.8).

### 4.3 Transfer to Another Programme

Before initiating the formal procedure you should consult your Programme Leader. You are advised to make enquiries of the nature of the later levels of study of the programme to which you wish to transfer and the amount of credit that you can transfer, if any. You will need the **formal consent of your Programme Leader**, and if agreed your Programme Leader will then fill in the appropriate form to formalise your transfer request with both the College and the University of Greenwich. However, please note any such transfer, if approved, could impact on any financial support you are currently receiving.

### 4.4 Change of Study Mode

If you are thinking of changing the mode of study of your course (i.e. from part-time to full-time or vice versa), you need to discuss this with your Programme Leader at the earliest possible time. There are many different permutations and some are easier than others depending on your circumstances. Again, this requires a formal procedure and the appropriate form will need to be signed by both yourself and the Programme Leader. Once again be aware that there may be significant financial implications from transferring modes.

### 4.5 Withdrawal or Interruption of Studies

As a result of illness, financial or other personal circumstances, you may think you want to withdraw from the programme, or interrupt your studies, in which case you must discuss this further with your Personal Tutor or Programme Leader. Your concerns may be removed or eased by discussing them. In the event that withdrawal or interruption is unavoidable, you **must** inform your Programme Leader who will complete the appropriate form with you, confirming the last day of attendance and reason for withdrawal. If you wish to interrupt your studies, you must indicate on the form, the date when you intend to come back. Guidance notes on the process for withdrawing (or interrupting your studies), together with the relevant forms, are available from the College Information and Recruitment Services.

**It is your responsibility to ensure that the College and Local Authority know that you wish to withdraw or interrupt your studies.** The College will **not** normally action withdrawal from the College or interruption of studies, on the basis of information received from other sources (Local Authority, parents, other students, etc.). Remember that withdrawing from the College or interrupting your studies without the proper paperwork being done, may have serious consequences for in terms of any financial arrangements and a fail will be recorded against the courses you have not submitted work for during the academic year. This may adversely affect your future academic progress should you wish to return.

## 5.0 Student Support Services

Student Support Services: Supporting the Learner: Supporting the Learning.

Within this department students are guided and supported by the Learning Resource Centre staff, Additional Learning Support Team and the Residential Team and Welfare Support Team. Any queries or concerns relating to welfare, pastoral needs or finances are either dealt with by dedicated College staff such as the Student Support Services Officers or external support such as the Sexual Health Clinic Nurse and Counsellor.

Students are supported by the team who can provide a wide range of information handbooks, guides and as appropriate, sign post to external agencies and support groups.

There is a wealth of information for you covering subjects such as: volunteering; healthy lifestyles; money matters; e-safety, exploitation and abuse; alcohol addiction; misuse of drugs and substances; student involvement plus many more relevant areas that may impact on your life. You will be able to access information by collecting your copy of the different student handbooks, looking on Moodle under Student Support Services and logging onto <http://hadlowguide.hadlow.ac.uk> You will also be given a Hadlow College Student Handbook where the College services, facilities, rules and regulations are clearly outlined.

The team also offers workshops and peer mentoring, as well as Independent Expert Learner Group to help students settle into College life quickly and support with the development of study and research skills.

Many events and activities are organised and run throughout the year by the Student Union, these include fundraising events, the Winter Party and Summer Ball and a range of themed Globetrotting events introducing you to different cultures and experiences throughout the year.

Hadlow College is committed to safeguarding students. If you are concerned about risk of injury, harm, bullying or abuse, contact the Designated Child Protection Officer or the Associate Principal Student Support Services. If you have any concerns over E-safety, please contact the Computer Services Manager. All contact details can be found on Moodle under Student Support Services, Safeguarding. You can also contact someone via email [safeguarding@hadlow.ac.uk](mailto:safeguarding@hadlow.ac.uk)

If you have been in the care system we are here to support you so please make yourself known to the Designated Member of Staff within Student Support Services. Information can be found on the Student Information Planner up and around College.

Further details on the University's student support and services can be found at: <http://www2.gre.ac.uk/study/support> . The University also has specialist advisors who can help you on matters such as: Counselling, Disability and Dyslexia Support, Diversity Issues and Finance Guidance. Do not hesitate to contact these advisors through the University's Office of Student Affairs. Further advice can be found in the University Handbook "Partner College Students Services for Students" which is on the Student Portal on the University of Greenwich website (see Section 2.0 on how to access the portal) and on the College HE Moodle page.

## **5.1 Equality, Diversity and Inclusion**

The College promotes fairness and will not tolerate any form of discrimination particularly around: age; disability; race; religion and belief; sex; gender reassignment; marriage and civil partnerships; sexual orientation, pregnancy and maternity and will endeavour to do everything to foster good relations between students, staff and visitors to the College.

The College and the University both have Equality and Diversity policies. Please note all University of Greenwich policies can be accessed via the Student Portal on the University of Greenwich website (see Section 2.0 on how to access the portal) and via the College HE Moodle page.

The Hadlow College Respect! Handbook will provide information on your rights and where to get support if you feel that you are being treated unfairly.

## **5.2 Student Financial Guidance**

For student financial guidance please go to the Student Finance link on the College HE Moodle page before contacting the College Financial Guidance Office. The College Financial Guidance Officer can explain the differences between loans, grants, bursaries and scholarships and help point you in the direction of where to search for such financial support. You may be eligible for certain bursaries and scholarships via the University of Greenwich and these are clearly explained by accessing the Student Finance link on the College HE Moodle page

## **5.3 Additional Learning Support**

All students have an equal opportunity to succeed in their chosen programme of study. If you think you may have a learning difficulty or disability, or a physical disability, speak to a member of the Additional Learning Support team who will be able to guide you towards an assessment of your learning needs and further support.

## **5.4 The College Learning Resource Centre**

The Learning Resource Centre (LRC) will be an essential part of your undergraduate study and ultimately of your success. It houses a specialist collection of books and journals and is your gateway to a vast range of electronic material that you can access from anywhere using your usual College username and password.

As a degree student, finding a path through the mass of information available today to what you need is very important but it can be challenging. The LRC team, which includes professional librarians, will support you with the skills you need to carry out research and to manage information.

The LRC team works closely with the librarians at the University of Greenwich and many of the resources to support research skills that are now available on Moodle were the result of collaboration between the two services. Our Moodle pages provide information about how you can use the University of Greenwich libraries as well as useful links.

Visit the LRC on Moodle and speak to staff to find out more about the LRC and its place in your learning journey.

### **Hadlow College Learning Resource Centre**

- thousands of print and e-resources
- knowledgeable, well qualified staff
- modern study space
- support with research skills on Moodle and in person
- access e-resources via Moodle 24/7
- borrow up to 12 items at any one time

### **5.5 Careers**

Careers advice is available from your tutors and from the College Careers Co-ordinator, based in the Careers Hub at the Hadlow Campus. Further support can be available from the careers libraries, jobshop, planning software, regular workshops and the 1:1 support available from the University Careers Service, see [www.gre.ac.uk/careers](http://www.gre.ac.uk/careers).

You can also access careers information from a range of other appropriate websites, including Prospects (the official graduate careers website), Growing-Careers (a jobs and careers service for the environment, conservation, agriculture, and horticulture sectors) and the Sector Skills Council, LANTRA.

### **5.6 Complaints Procedure**

If you have any concerns about your programme, you should contact your Programme Leader and then the Head of Faculty. If the matter cannot be resolved then you need to follow the **College's Complaints Procedure** and submit the details in writing to the College Complaints Administrator, Hadlow College, Hadlow, Tonbridge, Kent, TN11 0AL. **Please do not contact the University directly.**

### **5.7 College Alumni**

The College Alumni Association will help you stay connected with the College and other students, once you've completed your programme of study. You automatically become one of our 'Alumni' upon graduation and will receive Alumni Communications about reunions, College events, priority alerts for departmental public lectures, guest speakers and project-based trips and a termly newsletter to keep you informed. For further information please see the link on the College website.

## 6.0 STUDENT REPRESENTATION AND OPPORTUNITIES FOR STUDENT FEEDBACK

There are many ways you can make your voice heard and the College highly values your feedback.

**Course Evaluation:** you will be asked to complete a questionnaire to evaluate a particular course. Please do take the time to do this.

**Programme Committee:** this is a formally assembled group of students and tutors who meet regularly to discuss the progress of the work, review external examiners reports, review the annual Programme Monitoring Report and monitor any action taken.

Programme Committees take place once per term and students on these committees, who are your representatives, are always kept up-to-date with course and programme issues by the tutors and the Programme Leader. Student representatives are voted in by the student group. Please give them any positive feedback about the programme and also any concerns you may have so that action can be taken to put things right. Insist that you get feedback from them. Better still, become a student rep. now!

**Learner Voice Forums** take place on a termly basis both cross College and within curriculum areas and any student can attend. The College also organizes a Learner Voice Conference annually for all student representatives.

You may also be asked to meet **External Examiners**, and again you may be asked to consider the good points of your programme, as well as any issues that may need addressing.

**At College Level:** You will be asked your views on a number of matters, for example on-line in the National Student Survey (NSS) of Final Year undergraduates, the Hadlow College HE Induction Survey, the Hadlow College HE Exit Survey and other surveys and focus groups run by the College.

Please remember any issues you may have must be raised with your Programme Leader, and through the Programme Committee and **not directly with the University.**

## 7.0 CHANNELS OF COMMUNICATION IN THE COLLEGE

In the College learning environment you will have many opportunities to work closely with your Programme Leader and tutors and seek their advice and help. Of course there are many tutors and other staff and each has different responsibilities, so it helps to have suggestions for the most effective way to get the answers you need.

**8.1 Who to Contact?** - The simple chart below will prove helpful. To save time, consult it –

Questions you may need to ask	Answer Givers
<ul style="list-style-type: none"> <li>◆ Enrolment</li> <li>◆ Fees</li> <li>◆ Student loans</li> <li>◆ University registration</li> <li>◆ Permitted length of registration</li> <li>◆ Assessment and exams</li> <li>◆ Forms to do with all of the above</li> <li>◆ Letters to do with all of the above</li> </ul>	Go to the College main reception desk and ask to speak to a member of the College Information and Recruitment Services (CIRS) team. At the College, further one-to-one advice is available from the Student Support Services team and the College Financial Guidance Officer for finance etc.
<ul style="list-style-type: none"> <li>◆ Change of address</li> <li>◆ Your results</li> </ul>	Go to the College Information and Recruitment Services (CIRS) team for the appropriate form.
<ul style="list-style-type: none"> <li>◆ Details about the term or the session or the programme and its courses</li> </ul>	See your Programme Leader, the programme-specific section of this handbook, or the HE Moodle page.
<ul style="list-style-type: none"> <li>◆ Withdrawing from or interrupting your studies</li> </ul>	See your Programme Leader or Personal Tutor. (Appropriate documentation <b>must</b> be completed).
<ul style="list-style-type: none"> <li>◆ Specific to your lectures, seminars, tutorials, study visits, field studies and assignment work</li> <li>◆ The subject you are studying, its past, present and future, its philosophy, professional issues</li> </ul>	See the tutor who co-ordinates the course (the Course Coordinator)  See the Programme Leader
<ul style="list-style-type: none"> <li>◆ Personal academic issues</li> </ul>	See your Personal Tutor (who may also be your Programme Leader).
<ul style="list-style-type: none"> <li>◆ Submission of all project work and coursework and getting a receipt for it.</li> </ul>	Submission of written coursework is through the Hadlow College LRC. In all cases, you must get a receipt for the work you submit. Design work may be put up in the studio at specific given times.
<ul style="list-style-type: none"> <li>◆ Making an appointment to see a tutor</li> </ul>	The tutor's office - you can contact the tutors through reception or make an appointment by email or telephone.
<ul style="list-style-type: none"> <li>◆ Any other enquiries</li> </ul>	Go to the College reception desk and College Information and Recruitment Services (CIRS) team.
<ul style="list-style-type: none"> <li>◆ AP(E)L</li> </ul>	Talk to the Course Co-ordinator and/or your Programme Leader <u>first</u> . Then obtain an AP(E)L form from the College HE Moodle page which must be submitted to the

	College Examination Office.
♦ To claim extenuating circumstances	Talk to the Course Co-ordinator and/or your Programme Leader <u>first</u> . The form to complete is available on the College HE Moodle page and this must be submitted to the College Examination Office.
♦ Results letters	From your College/University

If at any point you have to be absent from your studies, let your Personal Tutor know through the College's Student Absence monitor. If the absence is such that it will have impact on your progress, you **must** fill in an extenuating circumstances form (See Section 2.3.8).

## 7.2 Communication and Information Sources and Resources in the College

**Booking an appointment with a tutor** - you can book an appointment with your Personal Tutor or other academic staff by email or telephone.

The College's "Virtual Learning Environment" (Moodle) contains valuable information for HE students both in terms of rules and regulations as well as resources to support course delivery. You are able to access these resources on campus or from any internet connected computer. Guidance for accessing Moodle from home is included in the Computer Services Induction Leaflet, which forms part of your College Induction or alternatively you can seek guidance from your Programme Leader.

**Email:** all students are allocated a Hadlow College and you should be able to arrange to access your College email from anywhere in the world. *To log on to your College email go to <https://webmail.hadlow.ac.uk>. You will need your Hadlow College username and password. Regular access to your Hadlow email is extremely useful to keep in touch with many issues related to your studies and the College.*

**Student Post:** Mail or notes are often left for students at the College reception. Make sure you check from time to time. Other mail or correspondence will be sent to you by post to your term-time or home address. Make sure you keep the College informed if you change your address.

<p>Hadlow College, Hadlow, Near TONBRIDGE, Kent, TN11 0AL</p> <p>Tel: 01732 850551 Fax: 01732 853207 Email: <a href="mailto:enquiries@hadlow.ac.uk">enquiries@hadlow.ac.uk</a> Website: <a href="http://www.hadlow.ac.uk">www.hadlow.ac.uk</a></p>
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## 8.0 HEALTH & SAFETY

The College is committed to providing a safe and healthy working environment for students and staff and to ensuring, as far as is reasonably practicable, that the activities of the College do not adversely affect the health and safety of visitors and contractors.

The College recognises the importance of, and have made arrangements for:-

- *managing health and safety at all levels of the College;*
- *consultation with staff and students on health and safety matters;*
- *information and training in respect of health and safety risks and precautionary measures;*
- *expert advice from the College Health & Safety Advisers and other specialist safety advisers;*
- *regular monitoring and reviewing.*

### Responsibilities of Higher Education students

The College take their health and safety responsibilities very seriously but can only provide a safe place of work for staff, students and visitors with the absolute cooperation and commitment of all of those who may have a role to play, including students. The College's Health and Safety Policies require students, whilst on College premises or participating in field trips, to:-

- *ensure that their actions do not put themselves or other people at risk;*
- *follow health and safety instruction and rules; and*
- *report any faults or shortcomings in health and safety arrangements to their academic supervisor.*

Your own health and safety and that of staff and visitors to the College is paramount. Be sure to follow visual and verbal advice on health and safety. Your awareness and understanding of appropriate procedures, accident reporting, notices, equipment and the role of key personnel is important.

- *If you hear the fire alarm, leave the building, follow the instructions posted adjacent to most exits and assemble in the open air as directed.*
- *Find out where the nearest telephone is. Emergency numbers are displayed prominently adjacent to telephones.*
- *The College operates a 'no smoking' policy in all of the buildings – this rule should be strictly adhered to.*
- *All students must observe the health and safety regulations displayed in any rooms and buildings you are in.*

Information on health and safety issues is posted on the notice boards around the College.

## **Personal protective equipment**

For health and safety reasons specified personal protective equipment must be worn by students working in certain laboratories and workshops. This equipment can include protective footwear, laboratory coats and safety spectacles. You will be provided with clear instructions in respect of safety equipment required for any part of your programme of study. The College may be able to sell you the relevant safety equipment at cost price.

You will not be allowed to work in the laboratories or workshops unless wearing the necessary equipment and any student found working in laboratories or workshops without the appropriate personal equipment will be required to leave immediately and may be prohibited from future use of these facilities. Continuing students and new entrants must follow the above requirements.

Work in the workshops and laboratories can only be undertaken under the direct supervision of a member of staff.

## **Display Screen Equipment**

The most common exposure for the majority of people (including students!) to display screen equipment is through the use of computers. Extensive use of poorly designed display screen equipment can result in a range of medical conditions ranging from slight discomfort all the way through to permanent disability.

Inevitably, students will frequently spend long periods of time using computers. There are some simple tips that can be adopted by all display screen equipment users to minimise the risks to their health through the use of computers, including notebooks. The most important tip is to take regular breaks but the tips are as follows (adapted from the University DSE policy):-

- Where possible, raise or lower your seat until your forearms are horizontal with your shoulders relaxed. Make sure your wrists are straight when your hands are on the keyboard.
- Sit right back in your chair. Form a relaxed curve in your lower back (don't slouch) and if possible adjust your back rest to provide support in this position.
- Remove any obstacle under your desk that prevents you sitting in front of the keyboard and screen.
- Try to arrange your desk with the main items you need most frequently within easy reach.
- Adjust your screen angle to suit your sitting position and minimize reflections from ceiling lights.
- Vary your posture and take frequent breaks from the display screen. Mix DSE and other types of work.

This is by no means an exhaustive list of tips but includes those that can be applied in most situations. Remember, these tips apply when using a notebook or laptop as well as using a desktop computer and you should try to adopt them when working at home as well as in the College.

## **Field Trips, Study Tours and Other Site Visits**

Students may be exposed to a range of different risks whilst on field trips and other site visits and in recognition of this, there is a separate Code of Practice for them. Field trips and study visits are subject to individual risk assessments that will identify any particular risks associated with them and the appropriate control measures. Students will be required to comply with any instructions or other requirements whilst participating in field trips.

## 9. HE PROGRAMME DATES 2014-15

w/c Monday 8th September 2014	HE Welcome and Induction
w/c Monday 15 <sup>th</sup> September 2014	2014/15 Term 1 starts
w/e Friday 12 <sup>th</sup> 2014	Term 1 ends
w/c 15 <sup>th</sup> December 2014	Revision Week
<b>w/c Monday 22nd December 2014 – w/e Friday 2<sup>nd</sup> January 2015 2 weeks winter break</b>	
w/c Monday 5 <sup>th</sup> January 2015	<b>Assessment Week</b>
w/c Monday 12 <sup>th</sup> January 2015	Term 2 starts
<b>w/c Monday 6<sup>th</sup> April 2015 – w/e Friday 17<sup>th</sup> April 2015 2 weeks Revision and Self Study</b>	
w/e Friday 24 <sup>th</sup> April 2015	Term 2 ends
Monday 27 <sup>th</sup> April 2015 - Friday 15 <sup>th</sup> May 2015	<b>Assessment Weeks</b>
Friday 26 <sup>th</sup> June 2015	2014/2015 Session Ends
w/c 20th July 2015 – w/e Friday 31 <sup>st</sup> July 2015	<b><i>Resit/Deferred Assessments</i></b>

**\*Note: Students are required to be available until 26<sup>th</sup> June 2015. In some programmes you may be asked to meet with the external examiners during May/June 2015. You must check with your Programme Leader if, for exceptional reasons, you need to leave before 26<sup>th</sup> June 2015.**

## 10. GLOSSARY

**AP(E)L, subdivided into APCL/APEL:** Accreditation of Prior Learning subdivided into Accreditation of Prior Certificated Learning or Accreditation of Prior Experiential Learning. (See section 2.3.10 of this Handbook).

**Courses:** They are the basic components of your programme. The course title, course code and the number of courses constituting your programme are in the programme specification in the Programme Specific Information at the back of this handbook. Each course has its own learning and teaching plan, learning outcomes, and is individually assessed. The credit rating for each course varies, i.e., some courses are worth 15 credits, others 30, etc. Most courses are **core** courses, and you must complete them. Some programmes offer option or elective courses. Please access the course specifications/definitions of the courses you are taking, via Bannerweb (see section 2 of this handbook).

**Course Co-ordinator:** The tutor who co-ordinates the teaching, learning assessment and feedback for a particular course. Normally your first contact if you are having trouble with the content or delivery of a particular course.

**Extenuating circumstances:** Circumstances that are unexpected and completely beyond your control that affect your performance on assessments. If you cannot complete an assessment such as an examination or assignment you may be able to prove that extenuating circumstances have affected you and get a chance to complete the assessment at a later stage (see section 2.3.8 of this handbook).

**Induction:** a short period at the beginning of the year when you are given the opportunity to find out more about your work and the facilities in the College and the University.

**Learning Outcomes:** Students' learning experiences are expressed in terms of what they can be expected to do, know and understand. Every student needs to achieve the learning outcomes in a particular course in order to pass it.

**Level:** As you progress through your programme the courses become more complex, more demanding, i.e., they move up a level. The level of a course therefore indicates its intellectual and developmental level within the programme curriculum.

- To compare with your previous studies, **Level 1** is pre-GCSE level, **Level 2** is GCSE level and A-level/ National Diploma (ND) work is attainment at **Level 3**.
- **Level 4 courses** are taught early in the degree programmes, first year. **Level 5** in the middle or second year, **Level 6** at the final part or final year of Honours degree programmes.
- If you go on to study for either a graduate Diploma, or the post graduate Certificate or a Masters, then most of the courses are taught at a graduate/post-graduate level, at **Level 7**. Lastly, **Levels 8 and 9** refer to PhD and post-doctorate research levels of work respectively.

**PAB:** Progress and Award Board: this is the formal "Examinations" Board each year where decisions on academic progress and on awarding final awards are made,

normally in June. A resit/no decision PAB is held in September to act as a safety net for those students who need it.

**Programme:** The collection of courses you study leading to an award or awards. This is called your programme of study, i.e., a BA(Hons), an MA, an HND, a Foundation Degree etc....in Garden Design, International Agriculture, Animal Conservation and Biodiversity, etc.

**Programme Committee and Student Reps:** This is a formally assembled group of students and tutors who meet regularly to discuss the progress of the work and to agree action. Students on it are your representatives and are always kept up-to-date with courses and programme issues by the tutors and the Programme Leaders.

**Programme Leader:** The tutor who manages your programme, usually your first contact if you are having trouble with the content or delivery of your programme of studies as a whole.

# **PROGRAMME SPECIFIC INFORMATION**

## **CONTENTS**

### **1. A welcome from the Programme Team with:**

- **Contact details of Programme Leader and team, showing responsibility for individual courses**

### **2. The structure of your Programme including:**

- **Programme Title and Award**
- **Approved mode/s of study**
- **Programme Specification**

### **3. Course Specifications**

**HE Level 1, National Qualifications Framework (NQF) Level 4**

### **4. Greenwich Graduate Attributes – with a commentary at programme level showing how they are embedded.**

### **5. Course Assessment Schedules**

### **6. External Examining of The Programme**

## 1. A welcome from the Programme Team

Hello and welcome from the management team immediately responsible for your programme:-

**Programme Leader: Jessica Berry – [Jessica.berry@hadlow.ac.uk](mailto:Jessica.berry@hadlow.ac.uk)**

**Team Leader: Stuart Attwood – [Stuart.Attwood@hadlow.ac.uk](mailto:Stuart.Attwood@hadlow.ac.uk)**

**Head of Faculty: Derek Payne – [Derek.Payne@hadlow.ac.uk](mailto:Derek.Payne@hadlow.ac.uk)**

The Faculty Administrator: Deborah Todd – [Debbie.Todd@hadlow.ac.uk](mailto:Debbie.Todd@hadlow.ac.uk)

As Programme Leader, Jessica Berry is the member of staff who will be your first point of contact for any queries about the programme.

The Programme Team are as follows:-

Course	Course Co-ordinator	Contact Details
AGRI 1016 Training Young Horses	Ami Holden	<a href="mailto:Ami.holden@hadlow.ac.uk">Ami.holden@hadlow.ac.uk</a>
AGRI 1123 Equine Anatomy & Physiology	Rachel Thomas	<a href="mailto:rachel.thomas@hadlow.ac.uk">rachel.thomas@hadlow.ac.uk</a>
AGRI 1170 Equine Welfare And Husbandry I	Hayley Alder	<a href="mailto:Hayley.alder@hadlow.ac.uk">Hayley.alder@hadlow.ac.uk</a>
BUSI 1408 Principles of Management	Jessica Berry	<a href="mailto:penny.palmer-abbitt@hadlow.ac.uk">penny.palmer-abbitt@hadlow.ac.uk</a>
OTOP 1006 Work Based Learning	Rachel Thomas	<a href="mailto:rachel.thomas@hadlow.ac.uk">rachel.thomas@hadlow.ac.uk</a>
AGRI 1126 Veterinary Science	Hayley Alder	<a href="mailto:Hayley.alder@hadlow.ac.uk">Hayley.alder@hadlow.ac.uk</a>
AGRI 1173 Riding and Training Horses	Patrick Delaney	<a href="mailto:Patrick.Delaney@hadlow.ac.uk">Patrick.Delaney@hadlow.ac.uk</a>

*Any changes made to the above Programme Team, made subsequent to the production of this Handbook will be advised to you by your Programme Leader.*

If you wish to raise any matters about your programme or any of the services provided for you at the College you should contact your Personal Tutor or Head of Faculty in the first instance. If they cannot resolve the matter for you then you should follow the College's Complaints Procedure by writing to the College Complaints Administrator, Hadlow College, Hadlow, Tonbridge, Kent, TN11 0AL.

**Please do not contact the University directly**

## 2. The structure of your Programme:

### Programme title and award.

Upon successfully completing 120 credits of study at Level 4 and 120 credits at Level 5 (240 credits in total) you will be awarded a Foundation Degree Science in Equine Management.

### Modes of study

This programme is available as a full time and a part time programme. The part time route requires the student to study 90 credits each academic year as a minimum and there is a prescribed route to follow which the Programme Leader can advise you about.

### Programme specification

#### HE Level 1, NQF Level 4

<b>Course:</b>	<b>Course co-ordinator</b>	<b>Terms</b>
<b>AGRI 1123</b> Equine Anatomy and Physiology (30 credits)	Rachael Thomas	All year
<b>AGRI 1170</b> Equine Welfare and Husbandry 1 (15 credits)	Hayley Alder	Term 1
<b>AGRI 1016</b> Training Young Horses (15 credits)	Ami Holden	All year
<b>OTOP 1006</b> Work-Based Learning I (30 credits)	Rachael Thomas	All year
<b>BUSI 1408</b> Principles of Management (land-based) (15 credits)	Penny Palmer-Abbitt	Term 1
<b>EITHER: AGRI 1126</b> Veterinary Science (15 credits)	Hayley Alder	All year
<b>OR: AGRI 1173</b> Riding and Training Horses (15 credits)	Patrick Delaney	All year

### 3. Course Specifications for all courses -

#### HE Level 1, National Qualifications Framework (NQF) Level 4

<b>Course Specification</b>	
School	School of Science
Department	Dept of Life and Sports Sciences
Code	AGRI 1016
Course Title	Training Young Horses
Course Coordinator	Ami Holden
Level (please tick)	4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/>
Credit	15
Pre-requisites	n/a

#### Aims

The course is intended to provide students with an understanding of how to safely back and break different types of horses using a variety of equipment. Students need to appreciate different methods of training and requirements for various disciplines. As future trainers or managers they will need to train and exercise horses from the ground

#### Learning Outcomes

On completion of this course, the students will be able to:

1. Demonstrate handling and early training of the young horse.
2. Fit, adjust and use appropriate equipment on the lunge.
3. Assess methods used to break and train young horses.
4. Assess different training methods for competition.

#### Indicative Content

Correct and safe procedures are used to introduce new learning situations. Appropriate work and exercise is given, suitable environment and equipment is selected. Communication and harmony with the horse is built up logically and appropriate action is taken in case of a problem. Different training methods are practised and assessed

#### Learning and Teaching Activities

This course will be delivered by a combination of lectures, practical's, demonstrations and master classes.

#### Learning Time (1 credit = 10 hours)

Scheduled contact hours:	lectures	<b>13</b>
	seminars	<b>n/a</b>
Note: include in scheduled time:	supervised practical sessions	<b>13</b>

project supervision, demonstrations, practical classes and workshops, supervised time in studio or workshop, scheduled lab work , fieldwork, external visits, work-based learning where integrated into a structured academic programme	tutorials	<b>n/a</b>
	formative assessment	<b>2</b>
	other scheduled time	
Guided independent study Note: include in guided independent study preparation for scheduled sessions, follow up work, wider reading or practice, revision	Independent coursework	<b>109</b>
	Independent laboratory work	<b>n/a</b>
	other non-scheduled time	<b>13 practical practice</b>
Placements (including work placement and year abroad)		<b>Separate time allocated</b>
<b>Total hours ('Should be equal to credit x 10')</b>		<b>150</b>

### Assessment Details:

Methods of Assessment	Assignment	Practical Assessment	Exam
Grading Mode			
Weighting %	35%	25%	40%
Pass Mark	40%	40%	40%
Word Length	2000	n/a	n/a
Outline Details	Breaking & Training Methods	Practical Lunge/ Long Reining Assessment	Examination
Last Item of Assessment			YES
Are students required to pass all components in order to pass the course	No		

### Indicative Course Materials and Reading:

ISBN Number (for printed material)	Author	Date	Title	Publisher
9780715308486	Loriston-Clarke. J	1999	The Young Horse, Breaking & Training	David & Charles
0939481391	Westall. J	1994	Educating the Young Horse	Half Halt Press
9780715321492	Funnell. P	2005	Training the Young Horse	David & Charles
9783861279044	Ettl. R	2000	Training Your Foal	Cadmos Equestrian
0851315739	Stanier. S	1993	The Art of Lungeing	J.A. Allen
1872082149	Loriston-Clarke. J	1993	Lungeing & Long-Reining	Kenilworth Press

## Course Specification

School	School of Science
Department	Dept of Life and Sports Sciences
Code	AGRI 1123
Course Title	Equine Anatomy & Physiology
Course Coordinator	Rachel Thomas
Level <i>(please tick)</i>	4 X 5 6 7
Credit	30 credits
Pre-requisites	n/a

### Aims

This course is designed to enable the student to appreciate the anatomical systems of the horse, together with their physiology, and relate these to the function of the horse.

The students will recognise and utilise terminology associated with important anatomical features. The structure and function of the main body systems will be considered at a microscopic and macroscopic level.

### Learning Outcomes

1. Describe equine anatomy macroscopically and microscopically
2. Investigate equine functional anatomy
3. Relate the systems of the horse to their relative function
4. Analyse the systems of the horse and relate these to health and ill health

### Indicative Content

Identification of anatomical parts of the horse the skeletal structure, muscles, tendons and ligaments. Macro and microscopically, the structure, function and disorders of the systems: skeletal, musculature, respiratory, circulatory, digestive, nervous and endocrine; skin. Reproductive anatomy of the stallion and of the mare. Reproductive physiology including gametogenesis in the stallion and oogenesis in the mare, gestation, parturition.

### Learning and Teaching Activities

This course will be delivered by a combination of lectures, demonstrations (to include dissection) and field exercises. Moodle will be actively used to support the learning as the students will be encouraged to see it as an inter-active method of support.

### Learning Time (1 credit = 10 hours)

Scheduled contact hours:  Note: include in scheduled time: project supervision, demonstrations, practical classes and workshops, supervised time in studio or workshop, scheduled lab work, fieldwork, external visits, work-based learning where integrated into a structured academic programme	lectures	<b>47 hours</b>
	seminars	<b>6 hours</b>
	supervised practical sessions	<b>18 hours</b>
	tutorials	<b>6 hours</b>
	formative assessment	<b>2 hours</b>
	other scheduled time	
Guided independent study  Note: include in guided independent study preparation for scheduled sessions, follow up	Independent coursework	<b>221 hours</b>
	Independent laboratory work	
	other non-scheduled time	

work, wider reading or practice, revision	
Placements (including work placement and year abroad)	
<b>Total hours ('Should be equal to credit x 10')</b>	<b>300 Hours</b>

#### Assessment Details:

Methods of Assessment	Coursework	Final assessment		
Grading Mode	%	%		
Weighting %	60%	40%		
Pass Mark	40%	40%		
Word Length	2000 words			
Outline Details	Written assessment	2 hour examination		
Last Item of Assessment		Yes		
Are students required to pass all components in order to pass the course	No			

#### Indicative Course Materials and Reading:

ISBN Number (for printed material)	Author	Date	Title	Publisher
0091879388	Knightbridge, R.	2004	Veterinary notes for horse owners (Captain M. Horace Hayes FRCVS)	Ebury Press
0721637590	Hodgson, David R. Rose, Reuben J.	1994	<a href="#">The athletic horse : principles and practice of equine sports medicine</a>	Saunders,
097476700X	Clayton, H.M.	2004	The dynamic horse: A biomechanical guide to equine movement & performance	Sport Horse Publications
0632055529	Marlin, D & Nankervis, K.J.	2002	Equine exercise physiology	Blackwell Science
9780965446105	Riegel, R & Hakola, S.	1996	Illustrated atlas of clinical equine anatomy and common disorders of the horse : volume one : musculoskeletal system & lameness disorders	Equistar Publications
9780965446112	Riegel, R & Hakola, S.	1999	Illustrated atlas of clinical equine anatomy and common disorders of the horse: Volume Two : reproduction, internal medicine and skin	Equistar Publications
9781405119443	Pilliner, S & Davies, Z.	2004	Equine science	Blackwell Publishing

The Equine veterinary Journal and Equine Veterinary Education will also be used.

## Course Specification

School	School of Science
Department	Dept of Life and Sports Sciences
Code	AGRI 1170
Course Title	Equine Welfare and Husbandry 1
Course Coordinator	Hayley Williams
Level (please tick)	4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/>
Credit	15
Pre-requisites	n/a

### Aims

This course is designed to develop in students an understanding of horse husbandry and the issues surrounding their welfare. Students need to appraise and demonstrate the importance of handling a range of horses correctly and safely, preparing horses for exercise with correctly fitting tack and equipment, and knowledge of how horse welfare affects those caring for horses.

### Learning Outcomes

On completing this course successfully you will be able to:

- Demonstrate and apply the principles of safe stable management techniques in the husbandry and handling of horses.
- Identify and assess observation and monitoring systems of health.
- Evaluate suitable grazing management schemes
- Review laws and legislation affecting the welfare of horses
- 

### Indicative Content

- Safe handling of a variety of horses in specified situations; this will include; horses living in and out, trotting up for lameness, clipping and trimming, and restraining the horse for treatment. Students will gain an understanding of horse behaviour, and its influence on turnout groups, approaching horses, and handling techniques.
- Preparing horses for exercise; this will include grooming the horse, selecting and appraising tack and equipment, as well as correct application. Evaluate and develop practical skills.
- Observation and monitoring of health; assess the health of horses using a number of markers, and understand how to treat a variety of common injuries and conditions; including sick nursing, isolation procedure and care after exercise.
- Shoeing and hoof care; identify the Farrier's tools and understand the part each plays in the shoeing procedure. The structure and function of the parts of the hoof, as well as how to care for them, will be covered both theoretically and practically.
- Grassland management; the management needed to provide excellent grazing for horses on a daily, weekly, and annual basis.
- Horse Welfare; review current laws regarding animal welfare, riding schools, and veterinary surgeons and understand how this impacts them as managers.

### Learning and Teaching Activities

This course will be delivered by a combination of lectures, practical sessions, demonstrations, workshops and coaching sessions. Students will be expected to research the theories examined in class, and practice their practical skills.

### Learning Time (1 credit = 10 hours)

Scheduled contact hours:  Note: include in scheduled time: project supervision, demonstrations, practical classes and workshops, supervised time in studio or workshop, scheduled lab work , fieldwork, external visits, work-based learning where integrated into a structured academic programme	lectures	<b>26</b>
	seminars	<b>n/a</b>
	supervised practical sessions	<b>13</b>
	tutorials	<b>n/a</b>
	formative assessment	<b>2</b>
	other scheduled time	
Guided independent study Note: include in guided independent study preparation for scheduled sessions, follow up work, wider reading or practice, revision	Independent coursework	<b>109</b>
	Independent laboratory work	<b>n/a</b>
	other non-scheduled time	<b>n/a</b>
Placements (including work placement and year abroad)		<b>Separate time allocated</b>
<b>Total hours ('Should be equal to credit x 10')</b>		<b>150</b>

### Assessment Details:

Methods of Assessment	Assignment	Practical Assessment	Exam
Grading Mode			
Weighting %	30%	30%	40%
Pass Mark	40%	40%	40%
Word Length	2000	n/a	n/a
Outline Details	Health of Horses	Practical Tack Fitting & Evaluation	Examination
Last Item of Assessment			YES
Are students required to pass all components in order to pass the course	No		

### Indicative Course Materials and Reading:

ISBN Number (for printed material)	Author	Date	Title	Publisher
9781405100076	Houghton-Brown. J	2003	Horse & Stable Management	Blackwell
9781905693184	Batty-Smith. J	2008	The BHS Complete Manual of Stable Management	Kenilworth Press
0952585936	Reed. H	1998	Stage 3 Riding & Stable Management	Nova
9780851319186	MacLeod. C	2007	The Truth about Feeding your Horse	J.A. Allen
0851317820	Mackenzie.J	2003	Horse Law	J.A. Allen
9781405148658	Gilligan.B	2002	Practical Horse Law	Blackwell

## Course Specification

School	School of Science
Department	Dept of Life and Sports Science
Code	BUSI 1408
Course Title	Principles of Management (Land-Based)
Course Coordinator	Jessica Berry
Level <i>(please tick)</i>	4 <input checked="" type="checkbox"/> <input type="checkbox"/>
Credit	15
Pre-requisites	None

### Aims

To provide students with sufficient knowledge and skills to employ, supervise, manage and motivate staff to ensure the effective & efficient operation of the business. To understand the key legal requirements that affect business. To provide students with the necessary skills to successfully establish and manage an integrated business organisation. To enable a student to understand the content and importance of financial management and forecasting.

### Learning Outcomes

On completing this course successfully you will be able to:

- Describe the qualities and skills required to effectively manage existing staff and compare the different recruitment methods used in business.
- Evaluate the benefits of effective management styles and motivation techniques.
- Summarise the key legal requirements that affect business.
- Identify the key elements of financial management and breakeven analysis.
- Compare the skills required to establish a new business venture with those required to manage an existing one.

### Indicative Content

Selection and interviewing techniques. Business legal frameworks, Employment law, and other appropriate legislation. Motivation theory and management styles and their practical application. Relevant theories and the application of leadership and motivational skills. Problem solving including calculation of breakeven analysis and introduction to cash flow forecasts and budgets. Identifying elements and composition of financial and management accounts. Introduction to marketing.

### Learning and Teaching Activities

The course will be delivered by means of lectures linked to demonstrations and practical work. Student centred learning is based around the assignment work.

### Learning Time (1 credit = 10 hours)

Scheduled contact hours:  Note: include in scheduled time: project supervision, demonstrations, practical classes and workshops, supervised time in studio or workshop, scheduled lab work, fieldwork, external visits, work-based learning where integrated into a structured academic programme	lectures	<b>42</b>
	seminars	
	supervised practical sessions	
	tutorials	
	summative assessment	<b>2</b>
	other scheduled time	
Guided independent study  Note: include in guided independent study preparation for scheduled sessions, follow up work, wider reading or practice, revision	Independent coursework	<b>106</b>
	Independent laboratory work	
	other non-scheduled time	
Placements (including work placement and year abroad)		
<b>Total hours (should add to credits * 10)</b>		<b>150</b>

### Assessment Details:

Methods of Assessment	Assignment 1	Examination 1		
Grading Mode	Percentage	Percentage		
Weighting %	60	40		
Pass Mark	40	40		
Word Length	2000	90 min		
Outline Details	Industry related assignment.	Short and medium answer questions		

### Indicative Course Materials and Reading:

Author	Date	Title	Publisher
Cushway, B	2011	Employers Handbook 2011-12 (2009 also available as an e-book)	Kogan Page
Lucey, T	2003	Management Accounting, 5 <sup>th</sup> Edition	Continuum
Parks, S.	2006	Small Business Handbook (also available as an e-book)	Prentice Hall

## Course Specification

School	School of Science
Department	Dept of Life and Sports Sciences
Code	OTOP 1006
Course Title	Work Based Learning Project I
Course Coordinator	Rachael Thomas
Level (please tick)	4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/>
Credit	30
Pre-requisites	n/a

### Aims

This course allows students to apply existing knowledge, acquire new skills and understanding within the equine industry. Undertake suitable industry experience for a minimum of 150 hours.

### Learning Outcomes

On completion of this course the students will be able to:

1. Negotiate and secure a valid industrial experience placement
2. Demonstrate an ability to successfully fulfill a working role
3. Analyze the activities and performance of the business/ enterprise
4. Assess the value and relevance of the placement

### Indicative Content

- Determine personal objective for industrial placement based on current skills opportunities available and career aspirations
- Prepare CV, letters of application and completing application forms, attend interviews and secure a suitable placement. Negotiate an action plan with the manager.
- Sustain placement for a minimum of 150 hours, demonstrating suitable technical skills and personal qualities (initiative, motivation etc).
- Review the organisational structure and its place within the equine industry.
- Assess the value and relevance of the placement - practical and technical skills gained and developed during the placement and evaluate personal and career development against previously agreed action plans.

## Learning and Teaching Activities

This course will be delivered by a combination of lectures, discussions, guest speakers, workshops and tutorials. All students undertaking work based projects will participate in a series of introductory sessions covering project design and independent learning using learning contracts. Participants will be essentially self managed and supported by tutors. Support will be negotiated as part of the learning contract. Students will undertake a period of work experience for three weeks following their examination period in the third semester.

### Learning Time (1 credit = 10 hours)

Scheduled contact hours:  Note: include in scheduled time: project supervision, demonstrations, practical classes and workshops, supervised time in studio or workshop, scheduled lab work , fieldwork, external visits, work-based learning where integrated into a structured academic programme	Lectures (online provision)	<b>0</b>
	seminars	<b>n/a</b>
	supervised practical sessions	<b>n/a</b>
	tutorials	<b>10</b>
	formative assessment	<b>0</b>
	other scheduled time	
Guided independent study Note: include in guided independent study preparation for scheduled sessions, follow up work, wider reading or practice, revision	Independent coursework	<b>140</b>
	Independent laboratory work	<b>n/a</b>
	other non-scheduled time	<b>n/a</b>
Placements (including work placement and year abroad)		<b>150</b>
<b>Total hours ('Should be equal to credit x 10')</b>		<b>300</b>

### Assessment Details:

Methods of Assessment	Assignment
Grading Mode	
Weighting %	100%
Pass Mark	40%
Word Length	n/a
Outline Details	Assessed Portfolio
Last Item of Assessment	YES
Are students required to pass all components in order to pass the course	YES

### Indicative Course Materials and Reading:

ISBN Number	Author	Date	Title	Publisher
0749445602	Bradbury, A	2006	Successful Presentation Skills 3 <sup>rd</sup> Edition	Kogen Page
0786332982	Tee, R	2002	Managing Your Career	Dorling Kindersley
0838983722	Bird, P	2000	Protecting Your Skills At Work	Tortman
0718716616	Hughes, R	2000	How to write a CV	University of London Career services
1857036360	Johnstone, J	2000	Job Applications Handbook	How to books
0844258865	Coman, M	1998	How to Improve Your Study Skills	NTC
1857037774	Amos, JA	2002	You're in Charge Now	How to books
0717624889	HSE	2000	Management of Health and Safety at Work Regs 1999	HSE
9780273651475	Mullins, LJ	2007	Management and Organisational Behaviour	Prentice Hall

## Course Specification

School	School of Science
Department	Dept of Life and Sports Sciences
Code	AGRI 1126
Course Title	Veterinary Science
Course Coordinator	Hayley Williams
Level (please tick)	4 X 5 6 7
Credit	15 credits
Pre-requisites	n/a

### Aims

This course is designed to enable the student to identify and understand veterinary science and its application within the equine industry. The content of this course will give students an underpinning knowledge which can also be furthered in the optional Equine rehabilitation & therapy course in level five. It is designed to develop an understanding of disease in the horse, its aetiology, pathogenesis and associated diagnosis and treatment. Students will be able to understand and discuss causal factors of common diseases and disorders in the horse and outline relevant procedures associated with them. An understanding of parasitology and its application specific to the horse will be developed during this course.

### Learning Outcomes

On completing this course successfully you will be able to:

1. Assess clinical signs of disease in the horse and demonstrate understanding of associated diagnosis and treatment.
2. Discuss epidemiology, aetiology and pathogenesis of named diseases and disorders in the horse, including lameness.
3. Understand and evaluate parasitological strategies of monitoring and managing endoparasites and exoparasites in the horse.
4. Report on the procedures associated with notifiable disease in the UK and understand their implications.

### Indicative Content

Identification of infection and non-infectious diseases. Analysis of diagnostic means and differential diagnosis of named disease. Analysis of causal factors in disease and disorder in the horse. Treatment methods and management strategies. Preventative management of the horse. Procedures in event of notifiable disease. The law and veterinary practice. Strategic parasitological management of horses.

### Learning and Teaching Activities

This course will be delivered by a combination of lectures, practical sessions, demonstrations, seminars and workshops. Each week will be divided between these activities. In addition relevant journals will be discussed and evaluated in an attempt to both understand the topic to a greater degree and to prepare the student for the rigors of higher levels of learning. *The students will need to provide their own lab coats and safety glasses for the practical sessions.* Moodle will form an important part of this course for both file storage/retrieval and student interaction.

## Learning Time (1 credit = 10 hours)

Scheduled contact hours:  Note: include in scheduled time: project supervision, demonstrations, practical classes and workshops, supervised time in studio or workshop, scheduled lab work, fieldwork, external visits, work-based learning where integrated into a structured academic programme	lectures	<b>15 hours</b>
	seminars	<b>6 hours</b>
	supervised practical sessions	<b>19 hours</b>
	tutorials	<b>3 hours</b>
	formative assessment	
	other scheduled time	
Guided independent study  Note: include in guided independent study preparation for scheduled sessions, follow up work, wider reading or practice, revision	Independent coursework	<b>107 hours</b>
	Independent laboratory work	
	other non-scheduled time	
Placements (including work placement and year abroad)		
<b>Total hours ('Should be equal to credit x 10')</b>		<b>150 hours</b>

## Assessment Details:

Methods of Assessment	Coursework	Examination		
Grading Mode	%	%		
Weighting %	60%	40%		
Pass Mark	40%	40%		
Word Length	2500	n/a		
Outline Details	Aetiology and pathogenesis of selected disorders in the horse	Two hour exam		
Last Item of Assessment		Yes		
Are students required to pass all components in order to pass the course	No			

## Indicative Course Materials and Reading:

ISBN Number (for printed material)	Author	Date	Title	Publisher

1405121629	Davies, Z.	2005	Introduction to horse biology	Blackwell
0702027693	Higgins, A & Snyder, J.	2005	The equine manual, (2 <sup>nd</sup> ed.)	Elsevier Saunders
0721683428	Ross, M.W. & Dyson, S.J	2002	Lameness in the horse	Saunders
0702026719	Hinchcliff, K.W, Geor, R.J. & Kaneps, A.J.	2004	Equine sports medicine & surgery	Saunders
0781741955	Stashak	2002	Adams lameness in Horses 5 <sup>th</sup> Ed.	Lippencott, Williams and Wilkins
0702017256	Mair, Tim	1998	<a href="#">Equine medicine surgery and reproduction</a>	Saunders
1408104180 and ebook	Boden, Edward	2005	<a href="#">Black's veterinary dictionary</a>	A & C Black

**Journals:**

- The Equine Veterinary Journal
- The Journal of Equine Veterinary Education

**Data bases:**

- Science Direct
- Elsevier

## Course Specification

School	School of Science
Department	Dept of Life and Sports Sciences
Code	AGRI 1173
Course Title	Riding and Training Horses
Course Coordinator	Patrick Delaney
Level <i>(please tick)</i>	4   X   5     6     7
Credit	15
Pre-requisites	A internal riding assessment will be carried out prior to student acceptance on this module

### Aims

This course is designed to develop the students' equitation skills and understanding to enable the student to work horses correctly from the ground on the flat and over fences whilst in a safe and balanced position. This can be developed further in riding and training horses on the flat and over fences.

### Learning Outcomes

On completing this course successfully you will be able to:

- Exercise and assess horses from the ground
- Fit and assess essential equipment for training horses
- Ride and assess a trained horse on the flat
- Ride and assess a trained horse over fences

### Indicative Content

Basic training equipment, bits saddles, boots, lunge caversons, side reigns. Working horses from the ground; lungeing; long reining; exercises to develop a balanced and secure riding position. Transitions, school movements; lateral work. Gymnastic jumping exercises and courses. Developing plans of work to produce improvement.

### Learning and Teaching Activities

Practical sessions and demonstrations, coaching.

### Learning Time (1 credit = 10 hours)

Scheduled contact hours:  Note: include in scheduled time: project supervision, demonstrations, practical classes and workshops, supervised time in studio or workshop, scheduled lab work , fieldwork, external visits, work-based learning where integrated into a structured	lectures	
	seminars	<b>6 hours</b>
	supervised practical sessions	<b>20 hours</b>
	tutorials	<b>2 hours</b>
	formative assessment	<b>2 hours</b>
	other scheduled time	

academic programme		
Guided independent study	Independent coursework	
Note: include in guided independent study preparation for scheduled sessions, follow up work, wider reading or practice, revision	Independent laboratory work	
	other non-scheduled time (this time will largely be made up of the student progressing their own riding ability with a range of horses and activities)	<b>120 hours</b>
Placements (including work placement and year abroad)		
<b>Total hours ('Should be equal to credit x 10')</b>		<b>150 hours</b>

### Assessment Details:

Methods of Assessment	Coursework	Exam		
Grading Mode	%	%		
Weighting %	40%	60%		
Pass Mark	40%	40%		
Word Length	1500			
Outline Details	Principle of riding	Practical assessment		
Last Item of Assessment		Yes		
Are students required to pass all components in order to pass the course	No			

### Indicative Course Materials and Reading:

ISBN Number (for printed material)	Author	Date	Title	Publisher
978 - 0715325476	Bell, J. (Ed)	2007	101 Exercises from Top Riders	David and Charles
	Loriston-Clark, J.	2004	Lunge and Long Reining	Kenilworth Press

In addition to these texts students are encouraged to read widely – popular riding press, training texts (horse and rider) as well as texts on various methods of riding

#### 4. The Greenwich Graduate – our vision for the institution and its students:

*A flourishing scholarly community, with an ethos of sustainability and a global outlook, full of confident, distinctive students, always learning, always developing*

The University of Greenwich has always aimed to provide an environment that allows students to maximise their potential. In meeting the challenges of today's tough and changing world our consultation with staff and students resulted in defining distinctive characteristics for the Greenwich Graduate. These explicit behaviours, values, skills and dispositions that we expect our students to develop will best prepare them for their future careers and help us to reshape student learning and assessment activities.

##### **Scholarship and Autonomy**

*The University of Greenwich is committed to developing graduates who:*

1. Have an informed understanding of their discipline or professional practice, and the ability to question its principles, practices and boundaries
2. Think independently, analytically and creatively, and engage imaginatively with new areas of investigation
3. Appreciate disciplines and forms of professional practice beyond their own, and draw connections between them
4. Are intellectually curious, responsive to challenges, and demonstrate initiative and resilience

##### **Creativity and Enterprise**

*The University of Greenwich is committed to giving its graduates the confidence to:*

1. Recognise and create opportunities, and respond effectively to unfamiliar or unprecedented situations or problems
2. Generate new ideas and develop creative solutions or syntheses
3. Communicate clearly and effectively, in a range of forms, taking account of different audiences
4. Make use of familiar and emerging information & communication technologies
5. Seize and shape the opportunities open to them on leaving university

##### **Cross-cultural and International Awareness**

*The University of Greenwich is committed to producing graduates who:*

1. Engage effectively in groups whose members are from diverse backgrounds
2. Appreciate the importance of behaving sustainably
3. Move fluently between different cultural, social and political contexts
4. Value the ability to communicate in more than one language

### **Scholarship and Autonomy**

*While they are at Greenwich, we expect our students to develop:*

1. An insight into the nature of knowledge as it is understood within their discipline or professional practice
2. A sound understanding of the principles of well founded argument, proof or demonstration
3. Knowledge of the process of research and the meaning of scholarship
4. The ability to be fluent and articulate in oral communication, in ways that are tailored to different audiences
5. Sophisticated writing skills
6. An enhanced awareness of the process of learning, and of their own development

### **Creativity and Enterprise**

*While they are at Greenwich, we expect our students to develop:*

1. The capacity to become co-creators of knowledge as members of the University's academic community
2. The aptitude to see situations in new ways and respond to them innovatively and creatively
3. The resourcefulness to apply imagination to the resolution of problems
4. Skill in using a range of visual, verbal and digital forms to present ideas
5. The ability to make appropriate judgements about the value and potential uses of different types of information
6. High-level, marketable skills to give them a competitive advantage for graduate-level careers

### **Cross-cultural and International Awareness**

*While they are at Greenwich, we expect our students to develop:*

1. The ability to respond intelligently to living and working with diverse groups of people
2. Ethical and sustainable responses to the challenges posed by global issues
3. The self-awareness and confidence to negotiate complex audiences successfully
4. The ability to bridge differences within a range of cultural, social and political environments
5. The skill to communicate across a broad spectrum
6. An interest in learning an additional foreign language

#### **4. The Greenwich Graduate Attributes**

As you can see above the Greenwich Graduate attributes will form a key part of your time here at Hadlow College. Various aspects of the Greenwich Graduate Attributes (GGA) feature as specific parts of courses. The programme is intended to be vocational in nature and these aspects lend themselves to the GGA's as you start to appreciate different ways of conducting yourself around horses as well as engage with other students from a variety of educational and skills backgrounds. It is also an aim of the programme that by encouraging a diverse student cohort, through recruitment policies for instance, that aspects of the above GGA's will also become an integral part of the whole programme experience. In addition the students on this course will be encouraged to congregate with those on the Greenwich based BSc Equine Sports Therapy and Rehabilitation and Hadlow based BSc Equine Management programmes to share experience and experiences as well as accumulated knowledge and understanding. This might be with study tours, Programme Leader meetings, Learner Voice activities, mentoring and use of the resources at the Hadlow Campus.

Some of the specific tasks you will be expected to undertake this year will involve developing research skills to allow you to form founded arguments and demonstrate the ability to provide proof for these. You will also develop higher level evaluative and sophisticated writing skills. Whilst doing this you will improve your understanding of the value of different information sources.

The practical element of your course will encourage you to develop a new aptitude to see new ways to solve problems and develop innovations that can improve the welfare of horses and their riders / handlers.

You will be given the opportunity to communicate with various professionals within our industry and in doing so start to develop the ability to communicate across a broad spectrum of society.

Internationally we will look at how the Equine industry can develop sustainable and economically viable alternatives to today's challenges without pushing moral and ethical boundaries

## 5. Assessment Schedule

### Assessment information (2014/15) FdSc Equine Management (Level Four)

Module Number	Module name	Assignment hand out date	Assignment hand in date	Assignment hand back by date
AGRI 1170	Equine Welfare and Husbandry I	13/11/14	11/12/14	05/01/15
AGRI 1123	Equine Anatomy and Physiology	11/11/14	09/12/14	05/01/15
AGRI 1016	Training Young Horses	05/02/15	12/03/15	20/04/15
AGRI 1126	Veterinary Science	29/10/14	26/11/15	05/01/15
BUSI 1408	Principles of Management	14/01/15	11/02/15	16/03/15
OTOP 1006	WBL I	17/09/15	17/06/15	13/07/15
AGRI1173	Riding and Training Horses	07/10/14	11/11/15	08/12/15

The above schedule is for guidance only and **ALL** dates should be confirmed by viewing the actual assignment brief issued and discussing with the Module Tutor. If you are unable to hand in on the correct date then YOU MUST discuss this with the Module Tutor/Programme Leader in advance.

## 6. EXTERNAL EXAMINING OF PROGRAMME

External Examining at the University of Greenwich provides one of the principal means whereby the University verifies, maintains, and enhances the academic standards of the courses and the programme on which you are studying. They also help the University and College to ensure that your assessment processes are sound, fairly operated and in line with the policies and regulations of the University of Greenwich.

External Examiners - academic staff from other Higher Education Institutions or from the professions - are appointed as reviewers of your courses and your programme of study for a period of 4 years. They provide the University with a number of important services. For example External Examiners will

- Review and comment on the standard of key elements of assessment that you have been set.

- Review samples of student work and confirm whether the standard is at the level expected for the award you are studying and whether it is comparable with other Institutions that they know.
- Provide the University with an independent view of how well we conduct our processes for marking and internal moderation of assessments.
- Attend Subject Assessment Panels and Progress and Awards Boards (PAB) and contribute to deliberations for conferring student degree classifications and awards, assisting the University in treating all students fairly and consistently with regard to our regulations. External Examiners will endorse the outcomes of PABs based on their scrutiny of the assessments and the deliberations of the PAB.
- Report formally their findings to the University at the end of each year and identify our good practice as well as making recommendations for improvements in the future.

External Examiner reports for your programme of study can be obtained electronically by request to the University's Academic Quality Unit.

The Academic Quality Manager for the Department of Life and Sport Sciences is Christopher Harper, [C.J.Harper@greenwich.ac.uk](mailto:C.J.Harper@greenwich.ac.uk)

If you want to request a report for the last year, please state the programme on which you are registered in your request. Undergraduate reports are usually available from 1<sup>st</sup> September, Postgraduate reports later, and usually November/December.

Is there anything an External Examiner won't be asked to do?

External Examiners will not mark your work personally and nor will they comment upon individual students or individual works in their reports or engage in correspondence with individuals in respect of grades, marking, feedback, degree class and other personal academic matters. For these you will need to speak to your tutors and Programme Leader.

The External Examiner(s) for your Programme is

Mrs Lorna Cameron  
Sparsholt College  
MSc, PGCLTHE, PGCE, BA (Hons), BHS SM (Reg'd), QTLS, FHEA