University Centre
ASKHAM BRYAN YORK

Programme Specification

A programme specification is maintained for all undergraduate and postgraduate taught programmes of the University Centre Askham Bryan

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1	KEY INFORMATION	
2	Awarding Body	Askham Bryan College
3	Programme Title	Extended Foundation Degree Equine Science and Management
4	Programme code/s	DFEESF
5	Award Level	Foundation Degree in Science
6	HECoS code	100519
7	Mode(s) of study	Full Time
8	Credits Studied each Year	Full-time students will normally study at least 120 credits (equivalent to 1200 study hours) per year from a combination of core (compulsory) and elective modules. Students intending to top-up to a BSc/BSc Honours programme should discuss their elective choice with their Course Manager. The part-time programme will be completed in three years and typically be no less than 50% of the standard module diet of the full-time version of the award.
9	Length of programme	3 years full time/ 6 years part time
10	Maximum Duration of Study	The maximum duration of study for full-time and part-time students (including up to one year postponement of studies) will be four years and seven years respectively.
11	Where will the teaching take place?	Askham Bryan (York)
12	Professional, Statutory and Regulatory Bodies (PSRB) Accredited	None
13	USP and Programme Context	There are a wide variety of jobs available in the equine science and management sector and this Extended FdSc provides students with knowledge and a range of practical skills required to be successful in the sector. The equine science with management foundation degree enables students to gain a broad understanding in a variety of topics through studying a range of theoretical modules and completing practical work. As well as providing students with the knowledge and skills to be successful in future employment, the Extended FdSc also gives students an excellent foundation to study a BSc top up course in a range of fields, including equine science, business, marketing and health and welfare.

14	Aims of the programme	**GENERIC AIMS** All FdSc awards aim to provide the following: 1. To develop in each student subject knowledge and understanding appropriate to individual interests and developing vocational needs. 2. To develop each student's intellectual powers, their understanding and judgement, their ability to see relationships within what they have learned and to examine the field of study within a broader perspective. 3. To develop the personal effectiveness and employability of students, in particular their ability to learn, to communicate, to work with others and to solve problems. 4. To develop those skills of professional scholarship required for career management, lifelong learning and innovation. 5. To inculcate an awareness of the wider consequences of economic activity and a determination to minimise the effects on the environment and on people. 6. To provide a lively, stimulating and challenging educational experience. **AWARD-SPECIFIC AIMS** 1. To develop each student's ability to apply detailed scientific knowledge to the management of equines. 2. To develop in students the ability to identify, analyse and solve a range of commonly encountered problems when managing equines and, where appropriate, indicate solutions that apply to industrial practice. 3. To develop students' practical skills in equine management and the ability to apply them to situations associated with performance and leisure equines. 4. To develop the students' ability to identify and evaluate external factors and their influence on the development of the equine sector.

REFERENCE POINTS AND HOW THESE HAVE INFORMED THE PROGRAMME

15.1	QAA subject benchmark statements	Agriculture, Horticulture, Forestry, Food and Consumer Sciences (2019) Biosciences (2019) Business and Management (2019) Earth sciences, environmental sciences and environmental studies (2019)
15.2	QAA Frameworks for Higher Education Qualifications	The Frameworks for HE Qualifications of UK Degree-Awarding Bodies Foundation Degree Characteristic Statement
15.3	Requirements of any Professional, Statutory and Regulatory Bodies (PSRB)	N/A
16	Inclusivity, access and student support	We are committed to ensuring that our programmes and modules are inclusive of all students including: international, part-time, mature, those from different socio-economic backgrounds (class) and those with protected characteristics according to the Equality Act 2010 (age, disability, gender reassignment, marriage/civil partnership, race, religion or belief, sex, sexual orientation). All programmes therefore seek to promote equality of opportunity through ensuring they pose no barriers to applications, access or progression for any student who meets the admissions criteria. The extended degree programme is designed to allow access to higher education for those who have no formal qualifications past GCSE. The programme ensures equality of opportunity through ensuring no barriers are posed to applications, access or progression for any protected group.
17	Link to The Digital Vision	The programme will link to the digital vision of the college by making use of online recording of lessons and make use of the VAR centre which is currently in build. This will be used to support and enhance learning on the programme, but not replace teaching.
18	Regulatory exemptions	N/A
19	Are students subject to Fitness to Practise Regulations?	No

20	PROGRAMME OUTCOMES		
	Knowledge and Understanding		
	Students are expected to have knowledge and understanding of:	**Which will be gained through the following teaching and learning methods,**	**and assessed using the following methods,**
	Have detailed Knowledge of well-established theories, ideas and terminology associated with the discipline	Lectures and seminars	Essays, presentations, practicals and reports
	Interpret and explain major aspects of the theories, ideas and terminology associated with the discipline	Seminars, group work, student led learning, practicals	Essays, presentations, practicals and reports
	Demonstrates an awareness of different ideas, contexts and frameworks and recognises those areas where the knowledge base is most/least secure.	Seminars, group work, student led learning, practicals	Essays, presentations, practicals and reports
	Analyses, synthesises and summarises principles and concepts, recognising competing perspectives.	Lectures, seminars, group work, student led learning, practicals	Essays, presentations, practicals and reports
	Undertakes research to provide new information and/or explores new or existing data to identify patterns and relationships.	Lectures, seminars, group work, student led learning, practicals	Essays, presentations, practicals and reports
	Uses appropriate theoretical models to judge the significance of the data collected, recognising the limitations of the enquiry.	Lectures, seminars, group work, student led learning, practicals	Essays, presentations, practicals and reports
	Collects and synthesises information to inform a choice of solutions to problems in unfamiliar contexts.	Lectures, seminars, group work, student led learning, practicals	Essays, presentations, practicals and reports
	Analyses a range of information, comparing alternative methods and techniques	Lectures, seminars, group work, student led learning, practicals	Essays, presentations, practicals and reports

	Students are expected to have attained the following **skills and other attributes**:	Which will be gained through the following teaching and learning methods	and assessed using the following methods
	Identifies external expectations and adapts own performance accordingly.	Work experience, student led learning, lectures, group work, practicals	Work placement, essays, presentations
	Undertakes complex and non-routine performance tasks	Work experience, student led learning, lectures, group work, practicals	Work placement, essays, presentations
	Analyses performance of self, and others, and suggests improvements	Work experience, student led learning, lectures, group work, practicals	Work placement, essays, presentations
	Recognise situations or issues likely to lead to conflict, and suggest appropriate actions to minimise these.	Work experience, student led learning, lectures, group work, practicals	Work placement, essays, presentations
	Recognise ethical challenges associated with the discipline, personal responsibility and professional codes of conduct.	Work experience, student led learning, lectures, group work, practicals	Work placement, essays, presentations
	Selects appropriate techniques/criteria for evaluation and discriminates between the relative relevance and significance of data/evidence collected	Work experience, student led learning, lectures, group work, practicals	Work placement, essays, presentations
	Proactively plan and manage time effectively and accept responsibility to improve own academic and practical performance based on feedback/reflective learning	Work experience, student led learning, lectures, group work, practicals	Work placement, essays, presentations
	Interact effectively within a team, giving and receiving information and ideas and modifying responses where appropriate.	Work experience, student led learning, lectures, group work, practicals	Work experience, student led learning, lectures, group work, practicals
	Use advanced literacy, numeracy, information and digital technologies to demonstrate competency associated with the discipline and audiences	Work experience, student led learning, lectures, group work, practicals	Work experience, student led learning, lectures, group work, practicals

	Adapts interpersonal and communication skills to a range of situations, audiences and degrees of complexity	Work experience, student led learning, lectures, group work, practicals	Work experience, student led learning, lectures, group work, practicals
	Demonstrate an understanding of the key drivers for business success, the external context and pressures on an organisation	Work experience, student led learning, lectures, group work, practicals	Work experience, student led learning, lectures, group work, practicals
	Demonstrate an innovative approach and creativity, generating ideas that maximise opportunities	Work experience, student led learning, lectures, group work, practicals	Work experience, student led learning, lectures, group work, practicals
	Demonstrate critical reasoning, analysis and synthesis and applying knowledge in practice	Work experience, student led learning, lectures, group work, practicals	Work experience, student led learning, lectures, group work, practicals
	Demonstrate ethos of community and civic responsibility; showing an appreciation of diversity and inclusivity	Work experience, student led learning, lectures, group work, practicals	Work experience, student led learning, lectures, group work, practicals

21	PROGRAMME REQUIREMENTS				
	Module Title	Credits	Level	Module Code	Effective from:
	Y0 MODULES				
	Academic and Professional Skills	20	Y0	XC0101	01/09/2022
	Introduction to Animal Health	20	Y0	XC0102	01/09/2022
	Introduction to Research	20	Y0	XC0103	01/09/2022
	Fundamentals of Biological Sciences	20	Y0	XC0104	01/09/2022
	Principles of Laboratory Work	20	Y0	XC0105	01/09/2022
	Level 4 COMPULSORY MODULES:				
	Academic Writing and Research	20	4	XC4201	01/09/2022
	Principles of Equine Management	20	4	EQ4001	01/09/2022
	Equine Anatomy and Physiology	20	4	EQ4002	01/09/2022
	Equine Behaviour and Welfare	20	4	EQ4003	01/09/2022
	Practical Horsemanship with Coaching	20	4	EQ4004	01/09/2022
	Managing Future Equine Enterprise	20	4	EQ4005	01/09/2022
	Sum of credits available at this level	120			
	Qualification/s available upon completion of the modules above	Certificate in Higher Education in Equine Science and Management			

	Module Title	Credits	Level 5	Module Code	Effective from:
	Level 5 COMPULSORY MODULES:				
	Independent Research Project	20	5	XC5201	01/09/2022
	Equine Health and Nutrition	20	5	EQ5001	01/09/2022
	Performance Horse Production and Evaluation with work placement hours	20	5	EQ5002	01/09/2022
	Applied Marketing for the Equine Industry	20	5	EQ5003	01/09/2022
	Equine Event Management	20	5	EQ5004	01/09/2022
	Equitation Science	20	5	EQ5005	01/09/2022
	Sum of credits available at this level	120			
	Qualification/s available upon completion of the modules above	Foundation Degree in Equine Science and Management			
	Module Compensation Exclusions The following modules are not eligible for compensation within the FdSc Equine Science and Management programme:	Part One Modules – None Part Two Modules - None Part Three Modules - Performance Horse Production and Evaluation			

22			LEARNING, TEACHING AND ASSESSMENT DATA for programme factsheet **(N.B Undergraduate programmes only)**									
	Assessment Method (% split)						Learning and Teaching (% split)			Delivery Method (% split)		
	Programme year	Coursework	Practical	TCA's	Oral	Other	Scheduled	Independent	Placement	Face to Face	Online	
	1st year	*85%*	*5%*	5%	*5%*		*30%*	*65%*	*5%*	*100%*	*0*	
	2nd year	*50%*	*25%*	*10%*	*15%*	*10%*	*75%*	*15%*	*10%*	*70%*	*30%*	
	3rd year	*50%*	*25%*	*10%*	*15%*	*10%*	*70%*	*20%*	*10%*	*70%*	*30%*	

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PROGRAMME STRUCTURE

September 2025 Entry Cohort

Year 1		Year 2		Year 3	
SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
ACADEMIC AND PROFESSIONAL SKILLS XC0101 CREDITS 40		ACADEMIC WRITING AND RESEARCH XC4201 CREDITS 20		INDEPENDENT RESEARCH PROJECT XC5201 CREDITS 20	
INTRODUCTION TO RESEARCH XC0103 CREDITS 20		PRINCIPLES OF EQUINE MANAGEMENT EQ4001 CREDITS 20		EQUINE HEALTH & NUTRITION EQ5001 CREDITS 20	
INTRODUCTION TO ANIMAL HEALTH XC0102 CREDITS 20	PRINCIPLES OF LABORATORY WORK XC0105 CREDITS 20	EQUINE ANATOMY AND PHYSIOLOGY EQ4002 CREDITS 20	MANAGING FUTURE EQUINE ENTERPRISE EQ4005 CREDITS 20	APPLIED MARKETING FOR THE EQUINE INDUSTRY EQ5003 CREDITS 20	PERFORMANCE HORSE PRODUCTION AND EVALUATION WITH PLACEMENT HOURS EQ5002 CREDITS 20
FUNDAMENTALS OF BIOLOGICAL SCIENCES XC00104 CREDITS 20		PRACTICAL HORSEMANSHIP WITH COACHING EQ4004 CREDITS 20	EQUINE BEHAVIOUR AND WELFARE EQ4003 CREDITS 20	EQUITATION SCIENCE EQ5005 CREDITS 20	EQUINE EVENT MANAGEMENT EQ5004 CREDITS 20

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PROGRAMME OUTCOME MAPPING

Y0	PROGRAMME OUTCOMES		Introduction to Animal Health	Introduction to Research	Fundamentals of Biological Sciences	Principles of Laboratory Work	Academic and Professional Skills
			C	C	C	C	C
Knowledge and Understanding	KU1(4)	Have broad understanding of well-established theories, ideas and terminology associated with the environmental discipline	X		X	X	x
	KU2(4)	Identify strengths and weaknesses of the theories, ideas and terminology associated with the environmental discipline	X		X		x
Cognitive, Intellectual and Thinking	CIT1(4)	Identify and communicate principles and concepts in environmental conservation, recognising competing perspectives.					x
	CIT2(4)	Undertake investigative strategies within a limited and defined range of methods.		X		X	x
	CIT3(4)	Judge the reliability of data collected, recognising the limitations of the enquiry.	X	X		X	x
	CIT4(4)	Collect information to inform a choice of solutions to standard problems in familiar context	X	x		X	
	CIT5(4)	Describe a range of information, identifying alternative methods and techniques.	X	X		X	x
	CIT6(4)	Demonstrate emerging independence, initiative and engagement with the wider learning community		X			x
Practical and Professional	PP1(4)	Develop own role in relation to specified and externally defined parameters		X			
	PP2(4)	Undertake performance tasks in the environmental discipline that may be complex and non-routine, engaging in self reflection				X	
	PP3(4)	Work effectively with others and recognise the factors that affect team performance.				X	
	PP4(4)	Demonstrate awareness of ethical issues in the environmental conservation, discipline discuss these in relation to personal beliefs and values.	X		X		
Employability	E1(4)	Demonstrate emerging ability to plan and manage time effectively, and accept responsibility to improve own performance based on feedback/reflective learning		X		X	x
	E2(4)	Undertake a role within a team, contributing information and ideas	X			X	
	E3(4)	Use appropriate literacy, numeracy, information and digital technologies to demonstrate competency associated with the environmental conservation discipline		X		X	
	E4(4)	Use interpersonal and communication skills to clarify tasks, identifying and rectifying issues in a range of contexts.	X				
	E5(4)	Explain the key drivers for business success, the external context and pressures on an organisation		X			
	E6(4)	Demonstrate a creative and innovative approach in professional and academic contexts		X			x
	E7(4)	Demonstrate an understanding of community and civic responsibility, diversity and inclusivity		X			x

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L4		PROGRAMME OUTCOMES	MODULES					
			Academic Writing and Research	Principles of Equine Management	Equine Anatomy and Physiology	Equine Behaviour and Welfare	Practical Horsemanship with Coaching	Managing Future Equine Enterprise
Knowledge and Understanding			C	C	C	C	C	O
	KU1(4)	Have broad understanding of well-established theories, ideas and terminology associated with the equine science discipline		x	x	x	x	x
	KU2(4)	Identify strengths and weaknesses of the theories, ideas and terminology associated with the equine science with management discipline		x	x	x	x	x
Cognitive, Intellectual and Thinking	CIT1(4)	Identify and communicate principles and concepts in equine science, recognising competing perspectives.	x	x	x	x	x	x
	CIT2(4)	Undertake investigative strategies within a limited and defined range of methods.		x	x	x	x	x
	CIT3(4)	Judge the reliability of data collected, recognising the limitations of the enquiry.	x				x	x
	CIT4(4)	Collect information to inform a choice of solutions to standard problems in familiar context	x	x		x		
	CIT5(4)	Describe a range of information, identifying alternative methods and techniques.	x	x	x	x	x	x
	CIT6(4)	Demonstrate emerging independence, initiative and engagement with the wider learning community	X	x	x	x	x	x
Practical and Professional	PP1(4)	Develop own role in relation to specified and externally defined parameters	x	X		x	x	x
	PP2(4)	Undertake performance tasks in the science discipline that may be complex and non-routine, engaging in self-reflection	X			x		
	PP3(4)	Work effectively with others and recognise the factors that affect team performance.	x	x			x	x
	PP4(4)	Demonstrate awareness of ethical issues in the equine science discipline discuss these in relation to personal beliefs and values.	x	X		x	x	x
Employability	E1(4)	Demonstrate emerging ability to plan and manage time effectively, and accept responsibility to improve own performance based on feedback/reflective learning	x	X	x			
	E2(4)	Undertake a role within a team, contributing information and ideas	x	X			x	x
	E3(4)	Use appropriate literacy, numeracy, information and digital technologies to demonstrate competency associated with the equine science discipline	X	X			x	x
	E4(4)	Use interpersonal and communication skills to clarify tasks, identifying and rectifying issues in a range of contexts.	x	X		x	x	x
	E5(4)	Explain the key drivers for business success equine science, the external context and pressures on an organisation	X	X		x		
	E6(4)	Demonstrate a creative and innovative approach in professional and academic contexts	X	X	x			
	E7(4)	Demonstrate an understanding of community and civic responsibility, diversity and inclusivity	X	x	x			

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L5	PROGRAMME OUTCOMES		MODULES					
			Independent Research Project	Equine Health and Nutrition	Performance Horse Production and Evaluation	Applied Marketing for the Equine Industry	Equine Event Management	Equitation Science
			C	C	C	C	C	O
Knowledge and Understanding	KU1(5)	Have detailed knowledge of well-established theories, ideas and terminology associated with the animal science discipline		x	x	x	X	x
	KU2(5)	Interpret and explain major aspects of the theories, ideas and terminology associated with the animal science discipline			x	x	X	x
	KU3(5)	Demonstrates an awareness of different ideas, contexts and frameworks within the animal science discipline and recognises those areas where the knowledge base is most/least secure.	x	x	x		X	x
Cognitive, Intellectual and Thinking	CIT1(5)	Analyses, synthesises and summarises principles and concepts, recognising competing perspectives within the animal science discipline	x		x		X	x
	CIT2(5)	Undertakes research to provide new information and/or explores new or existing data to identify patterns and relationships.	x		x			
	CIT3(5)	Uses appropriate theoretical models to judge the significance of the data collected, recognising the limitations of the enquiry.	x	X				x
	CIT4(5)	Collects and synthesises information to inform a choice of solutions to problems in unfamiliar contexts.	X	x			X	
	CIT5(5)	Analyses a range of information, comparing alternative methods and techniques.	x			x	X	
	CIT6(5)	Selects appropriate techniques/criteria for evaluation and discriminates between the relative relevance and significance of data/evidence collected.	x	x				x
	CIT7(5)	Demonstrate independence, initiative and engagement with the wider learning community	x	x	X	x		x
Practical and Professional	PP1(5)	Identifies external expectations and adapt own performance accordingly.		x	x			x
	PP2(5)	Undertake complex and non-routine performance tasks.		x				
	PP3(5)	Analyse performance of self, and others, and suggests improvements.		X				x
	PP4(5)	Recognise situations or issues likely to lead to conflict, and suggest appropriate actions to minimise these.			x			x
	PP5(5)	Recognise ethical challenges associated with the animal science discipline, personal responsibility and professional codes of conduct.	x	x	x			x
Employability	E1(5)	Proactively plan and manage time effectively and accept responsibility to improve own academic and practical performance based on feedback/reflective learning	x	x				
	E2(5)	Interact effectively within a team, giving and receiving information and ideas and modifying responses where appropriate.		x			X	X
	E3(5)	Use advanced literacy, numeracy, information and digital technologies to demonstrate competency associated with the discipline and audiences	x			x	X	
	E4(5)	Adapts interpersonal and communication skills to a range of situations, audiences and degrees of complexity	x	x			X	X
	E5(5)	Demonstrate an understanding of the key drivers for business success and the external context and pressures on an organisation within the animal science sector		x				X
	E6(5)	Demonstrate an innovative approach and creativity, generating ideas that maximise opportunities	x				X	X
	E7(5)	Demonstrate critical reasoning, analysis and synthesis and applying knowledge in practice	x		x	x	x	x
	E8(5)	Demonstrate ethos of community and civic responsibility; showing an appreciation of diversity and inclusivity					x	x

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Sustainable Education Mapping

Education for Sustainable Development	Intro to Animal Health	Intro to Research	Fundamentals of Lab work	Principles of Biological Sciences	Academic and Professional Skills	Academic Writing and Research	Principles of Equine Management	Equine Anatomy and Physiology	Practical Horsemanship with coaching	Managing Future Equine Enterprise	Independent Research Project	Equine Health and Nutrition	Performance Horse Production and Evaluation	Applied Marketing for the Equine Industry	Equine Event Management	Equitation Science
No Poverty	x									x					x	
Zero Hunger	x														x	
Good Health and Wellbeing	x							x					x			
Quality Education			x			x										
Gender Equality									x						x	
Clean Water and Sanitation	x						x								x	
Affordable and Clean Energy															x	
Decent Work and Economic Growth					x					x					x	
Industry Innovation and Infrastructure			x												x	
Reduced Inequalities									x	x					x	
Sustainable Cities and Communities							x			x					x	
Responsible Consumption and Production			x		x		x		x	x						
Climate Action		x		x			x									
Life below Water																
Life on Land									x							x
Peace Justice and Strong Institutions										x						x
Partnerships for the Goals		x			x				x	x						x

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ENTRANCE AND PROGRESSION

ENTRANCE REQUIREMENTS

Extended Foundation Degree in Equine Science and Management

For admission to all courses, students must have achieved passes (Grade 4 or above, or equivalence) in a minimum of five GCSE subjects including English, Mathematics and Science or have passed a Level 2 Diploma.

UK based students may be invited to attend an interview at Askham Bryan College and places will be subject to a satisfactory reference and may also require satisfactory completion of an assessment.

Equivalent qualifications may be considered.

Applications will be welcomed via one of the formalised pathways outlined in signed progression accords with other institutions.

Applications from mature students are welcomed. Applicants will be assessed on individual experience.

Progression

Students progressing to the second year must have satisfied the requirements for progression in line with Askham Bryan College academic regulations.
To proceed to Part 2 (Level 4) of the Extended Foundation Degree Programme, students must have acquired at least 100 credits, after reassessment.
To proceed to Part 3 (Level 5) of the Foundation Degree course, students must have acquired 220 credits (100 credits at Level 3 and 120 at Level 4) after reassessment.

Students may progress to BSc (Top Up) Equine Science with Management following successful completion of the FdSc Equine Science and Management. For admission to the BSc (Top Up) Equine Science and Management, students would normally be expected to have successfully completed their FdSc Equine Science and Management with a minimum of mean grade of 55% in their final year and have a reference from their Course Manager in support of their suitability for top up study.

Transfer

Students transferring to the second year must have satisfied the requirements for transfer in line with Askham Bryan College academic regulations. Unless otherwise indicated in the programme specification, students can transfer all core module credits between programmes.

Entry with Advanced Standing

The maximum credit that can normally be advanced for students wishing to enter with advanced standing from an Askham Bryan College award, or an award from another

institution. Askham Bryan College awards which qualify for the maximum volume of advanced standing into this programme are listed as follows:

- Entry with Accreditation of Prior Learning (APL)/ Accreditation of Prior Experiential Learning (APEL) will be accepted in accordance with the Askham Bryan College academic regulations. No more than ⅔ credit for the award may be derived from APL. Within this limit, no more than half of the total credit value of the award may be derived from APEL.

Interim awards which qualify for a lower level of advanced standing, including Askham Bryan College awards, into this programme are listed below:

- Holders of a matching Certificate of Higher Education/HNC/FdSc may apply to be admitted to part two of this programme, subject to satisfaction of the admitting Course Manager of their suitability for study on the programme. Students would normally have to achieve the minimum credit requirements for the award specified.

The course structure diagram(s) identify the specific study programme(s) for candidates entering with advanced standing.

The requirements for interim awards associated with final awards are as follows:

Askham Bryan College Award in Equine Science and Management
Certificate of Higher Education in Equine Science and Management

To qualify for the interim award of **Askham Bryan College Award in Equine Science and Management** students are required to achieve the Year 0 outcomes as stated in programme outcomes above.

To qualify for the interim award of **Certificate of Higher Education in Equine Science and Management** students are required to achieve the Level 4 outcomes as stated in programme outcomes above.

Students will have obtained a minimum of 120 credits for award of Certificate of Higher Education

COURSE STRUCTURE, LEVELS AND CREDIT REQUIREMENTS FOR INTERIM AND FINAL AWARDS

Askham Bryan College programmes are based on a credit-accumulation system where 1 credit represents 10 notional hours of student study time. Modules are normally 20 credits or multiples thereof. Modules are also at different levels from Levels 3 – 7, according to their intellectual challenge. Courses leading to specific awards include **core modules and optional modules** from which students must select choices up to the number of credits required. in

The minimum credit requirements needed to progress to interim and final awards are

Award Certificate in Higher Education 120 Credits

Award Foundation Degree 240 Credits

PROFESSIONAL ACCREDITATION ARRANGEMENTS

There are no professional accreditation arrangements for the Extended FdSc Equine Science and Management.

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COURSE DESIGN, LEARNING, TEACHING AND ASSESSMENT METHODS

Curriculum design

The early stages of the course involve study of current principles which not only provide the tools for critical analysis of existing practices but also ensure that students have an appropriate background for the work experience period. The work experience period is considered to be a key element of the Askham Bryan College curriculum as the principles learned in the early stages of the course and the experience acquired in the placement period are applied to the solution of real and complex problems in the final stages.
Students are required to undertake 350 hours of work placement over the duration of the course. Although the placement can start in the first year of the Extended FdSc hours will be accredited to the level 5 Performance Horse Production and Evaluation module.

The curriculum has been designed to be relevant and stimulating to meet the needs of both students and employers in the industry. Technical Advisory Groups, student focus groups and course team reports have been consulted during review and revision of the existing curriculum.

Learning and teaching methods

Teaching and learning methods used to deliver this curriculum are designed to provide experience, and, through reflection upon it, develop concepts which can then be explored through testing and experimentation. Methods vary according to the nature of each module's subject matter but include a wide diversity from more formal lectures to student centred activities including assignments, seminars, field trips, guest lectures and case studies. Practical skills will be developed during sessions on the equine yard, on field trips and in laboratories.

All students carry out an element of research in the final year. The curriculum is delivered in such a way that there is a reducing reliance on tutor-directed study as students progress through their programme. Students will be supported with their study via the college's VLE, Moodle, which will prepare them for the autonomy expected of HE students and for Continuing Professional Development studies, post-graduation.

Transferable skills

Modules are designed to develop the skills required to succeed on College courses, to obtain employment, to manage careers and to develop the scholarship required in a learning society. The programme includes activities to develop core skills of communication, numeracy, IT and personal development planning. Industry placement periods (normally 350 hours across the three years) help to develop the skills and attributes required in the world of work. Higher level modules are designed to develop teamwork, independent learning, problem solving and research.

Assessment

Assessment is considered an important part of the learning process. Typically, modules are assessed by two pieces of assessment, although this may vary. The first will normally

provide formative in-course feedback and the second normally provides a summative end-of module assessment; each contributing 50% to the weighted mean module work unless otherwise stated. Unless otherwise specified in module descriptors the overall mark is

derived from a weighted mean, with no threshold requirement in any assessment component. Formative assessment methods are diverse and include literature review-based essays, problem based assignments, oral presentations, business written reports, individual and team scenario exercises, experimental work and placement assignments. Time constrained assessment includes closed and open book assessment, with both seen and unseen questions and tasks set.

A range of subject specific assessment methodologies will be included to develop practical and technical skills. These will include professional discussion, peer observation, case studies and practical assessments.

To introduce Level 4 students to HE assessment processes, some semester 1 modules have early assessment submissions with Pre-Christmas feedback. Modules with exams that are running in the first semester have a late exam at the end of Semester 1.

University Centre
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