

Programme Specification

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

Contents

| | |
|--|----|
| KEY INFORMATION..... | 2 |
| REFERENCE POINTS AND HOW THESE HAVE INFORMED THE PROGRAMME . | 4 |
| PROGRAMME OUTCOMES | 5 |
| LEARNING, TEACHING AND ASSESSMENT DATA | 11 |
| PROGRAMME OUTCOME MAPPING | 13 |
| SUSTAINABLE EDUCATION MAPPING | 15 |
| ENTRANCE AND PROGRESSION | 16 |
| AWARDS..... | 18 |
| COURSE DESIGN, LEARNING, TEACHING AND ASSESSMENT METHODS | 19 |
| DOCUMENT MANAGEMENT | 21 |

| | | |
|----|---|--|
| 1 | KEY INFORMATION | |
| 2 | Awarding Body | Askham Bryan College |
| 3 | Programme Title | Foundation Degree Equine Science and Management |
| 4 | Programme code/s | DFESCF |
| 5 | Award Level | Foundation Degree in Science |
| 6 | HECoS code | 100519 |
| 7 | Mode(s) of study | Full Time and Part Time |
| 8 | Credits Studied each Year | <p>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.</p> <p>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.</p> |
| 9 | Length of programme | 2 years full time / 4 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 three years and five 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 | <p>The range of jobs and career prospects in the equine industry has grown considerably in the 21st century. Whilst practical based career paths will always be necessary and available, today's equine graduates have more choice in professional and commercial opportunities. This FdSc degree acknowledges the need from employers for equine graduates to have strong commercial awareness, project management, problem solving and enterprise skills, alongside the traditional practical skills and knowledge. This degree will blend equine science, practical and commercial skills to produce fully rounded graduates who are excellent communicators and ready for the challenges that the equine industry presents and be at the forefront of knowledge in the equine sector. This degree will shape change for more modern equine practices to be taken up and communicated to the equine industry.</p> <p>The equine science and management foundation degree enables students to gain a broad understanding in a variety of topics</p> |

| | | |
|----|-----------------------|--|
| | | <p>through studying a range of theoretical modules and completing practical work. Students completing this degree will be work ready, focussed, entrepreneurial and sustainable. Students can choose whether or not to ride horses on this degree, it is not a formal requirement to do so but opportunities are available throughout the programme to develop horse riding skills.</p> <p>As well as providing students with the knowledge and skills to be successful in future employment, the FdSc also gives students an excellent foundation to study a BSc top up course in a range of fields, including equine science, coaching, business, marketing, behaviour and welfare. They will also be ready to become a lifelong learner, be reflective and able to think critically.</p> |
| 14 | Aims of the programme | <p>GENERIC AIMS</p> <p>All FdSc awards aim to provide the following:</p> <ol style="list-style-type: none"> 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. <p>AWARD-SPECIFIC AIMS</p> <p>The FdSc Equine Science and Management award aims to provide the following:</p> <ol style="list-style-type: none"> 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 |

| | | |
|---|--|--|
| | | <p>managing equines and, where appropriate, indicate solutions that apply to industrial practice.</p> <p>3. To develop students' practical skills in equine management and the ability to apply them to situations associated with performance and leisure equines.</p> <p>4. To develop the students' ability to identify and evaluate external factors and their influence on the development of the equine sector.</p> |
| REFERENCE POINTS AND HOW THESE HAVE INFORMED THE PROGRAMME | | |
| 15.1 | QAA subject benchmark statements | <p>Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences (2019)</p> <p>Biosciences (2019)</p> <p>Business and management (2019)</p> |
| 15.2 | QAA Frameworks for Higher Education Qualifications | <p>Foundation Degree (FdSc)</p> <p>Characteristics UK Quality Code</p> <p>Framework for HE Qualifications</p> |
| 15.3 | Requirements of any Professional, Statutory and Regulatory Bodies (PSRB) | None |
| 16 | Inclusivity, access and student support | <p>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).</p> <p>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.</p> |
| 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 | None |
| 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 a broad understanding of well-established theories, ideas and terminology associated with equine science | Lectures, seminars, group work, student led learning, peer discussions, practicals | Literature reviews, projects, reports, essays, practical's |
| | Identify strengths and weaknesses of the theories, ideas and terminology associated with equine science | Seminars, group work, student led learning, peer discussions | Literature reviews, projects, reports, essays, practical's |
| | Have detailed knowledge of well-established theories, ideas and terminology associated with equine science | Lectures, seminars, group work, student led learning, peer discussions, practicals | Literature reviews, projects, reports, essays, practical's |
| | Interpret and explain major aspects of the theories, ideas and terminology associated with equine science | Seminars, group work, student led learning, peer discussions | Literature reviews, projects, reports, essays, practical's |
| | Demonstrate an awareness of different ideas, contexts and frameworks and recognise those areas where the knowledge base is most/least secure. | Lectures, seminars, group work, student led learning, peer discussions | Literature reviews, projects, reports, essays, practical's |

| | 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, |
|--|---|---|---|
| | Identify and communicate principles and concepts, recognising competing perspectives. | Lectures, seminars, group work, student led learning, peer discussions, practical's | Projects, literature review, TCA, professional discussion, presentation, debates, reports, essays |
| | Undertake investigative strategies within a limited and defined range of methods. | Student led learning, peer discussions, practical's | Projects, practical's |
| | Judge the reliability of data collected, recognise the limitations of the enquiry. | Seminars, student led learning, peer discussions, practical's | Projects, practical's, professional discussion |
| | Collect information to inform a choice of solutions to standard problems in familiar context | Group work, student led learning, practical's | Projects, professional discussion, presentation, reports, essays, practical's |
| | Describe a range of information, identifying alternative methods and techniques. | Lectures, seminars, group work, student led learning, peer discussions, practical's | Practical's, projects, reports |
| | Demonstrate emerging independence, initiative, and engagement with the wider learning community | Seminars, peer discussions, | Projects, reports, work placement |
| | Identify own role in relation to specified and externally defined parameters | Seminars, group work, student led learning, peer discussions | Work placement |
| | Undertake performance tasks that may be complex and non-routine, engaging in self-reflection | Practical's and workshops, work placement | Work placement, reports, projects |
| | Work effectively with others and recognise the factors that affect team performance | Group work, practical's, work placement | Work placement, group work |
| | Demonstrate awareness of ethical issues and discuss these in relation to personal beliefs and values. | Seminars, group work, student led learning, peer discussions, practical's | Debates, work placement, professional discussion, presentation |

| | | | |
|--|--|---|--|
| | Demonstrate emerging ability to plan and manage time effectively and accept responsibility to improve own performance based on feedback/reflective learning. | Seminars, student led learning, practical's, work placement | Projects, reports, practical's, literature review, essay, presentation, work placement |
| | Undertake a role within a team, contributing information and ideas | Group work, practical's, work placement | Group work, presentation |
| | Use appropriate literacy, numeracy, information, and digital technologies to demonstrate competency associated with equine science | Lectures, seminars, group work, student led learning, peer discussions, practical's | Reports, projects |
| | Use interpersonal and communication skills to clarify tasks, identifying and rectifying issues in a range of contexts | Lectures, seminars, group work, student led learning, peer discussions, practical's | Work placement, group work, presentation, reports, essays |
| | Explain the key drivers for business success, the external context, and pressures on an organisation | Lectures, seminars, peer discussions, practical's, work placement | Reports, essays, presentations |
| | Demonstrate a creative and innovative approach in professional and academic contexts | Lectures, seminars, group work, student led learning, peer discussions, practical's, work placement | Work placement, projects, reports |
| | Demonstrate an understanding of community and civic responsibility, diversity, and inclusivity | Lectures, seminars, group work, student led learning, peer discussions, work placement | Work placement |
| | Analyse, synthesise and summarise principles and concepts, recognising competing perspectives. Undertake research to provide new information and/or explores new or existing data to identify patterns and relationships. | Lectures, seminars, group work, student led learning, peer discussions, practical's | Reports, projects, essays |
| | Use appropriate theoretical models to judge the significance of the data collected, recognising the limitations of the enquiry. | Lectures, seminars, group work, student led learning, peer discussions, practical's | Literature review, report, projects, essays, presentations |

| | | | |
|--|--|---|---|
| | Collect and synthesise information to inform a choice of solutions to problems in unfamiliar contexts. | Seminars, peer discussions, practical's | Practical's, work placement, projects, reports, essays |
| | Analyse a range of information, comparing alternative methods and techniques | Lectures, seminars, group work, student led learning, peer discussions, practical's | Literature review, essay, reports, presentations, practical's |
| | Select appropriate techniques/criteria for evaluation and discriminates between the relative relevance and significance of data/evidence collected | Practical's, workshops | Literature review, reports, projects, essays |
| | Demonstrate independence, initiative and engagement with the wider learning community | Group work, student led learning, peer discussions, practical's, work placement | Projects, reports, work placement |
| | Identify external expectations and adapts own performance accordingly | Work placement | Work placement |
| | Undertake complex and non-routine performance tasks | Work placement, practical's | Practical's, reports, projects |
| | Analyse performance of self, and others and suggests improvements | Group work, student led learning, peer discussions, practical's, work placement | Reports, presentations, group work, peer assessment |
| | Recognise situations or issues likely to lead to conflict and suggest appropriate actions to minimise these | Group work, peer discussions | Peer assessment, presentations, group work |
| | Recognise ethical challenges associated with equine science, personal responsibility and professional codes of conduct | Peer discussions, group work | Work placement, presentations, debates |
| | Proactively plan and manage time effectively and accept responsibility to improve own academic and practical performance based on feedback/reflective learning | Practical's, seminars, group work | Reports, projects, group work |

| | | | |
|--|---|--|--|
| | Interact effectively within a team, giving and receiving information and ideas and modifying responses where appropriate | Group work, work placement, peer discussions | Group work, presentations, projects |
| | Use appropriate literacy, numeracy, information and digital technologies to demonstrate competency associated with equine science and audiences | Lectures, workshops | Reports, projects, essays, presentation, practical's |
| | Adapt interpersonal and communication skills to a range of situations, audiences and degrees of complexity | Group work, work placement, seminars, peer led discussions | Presentations, poster, professional discussion, literature review, essay, report, project |
| | Demonstrate an understanding of the key drivers for business success, the external context and pressures on an organisation | Work placement, lectures | Reports, essays, presentations |
| | Demonstrate an innovative approach and creativity, generating ideas that maximise opportunities | Lectures, practical's, workshops | Reports, projects |
| | Demonstrate critical reasoning, analysis and synthesis and apply knowledge in practice | Seminars, peer led discussion, practical's | Reports, projects, presentations, debates, professional discussion, essay, literature review |
| | Demonstrate ethos of community and civic responsibility; showing an appreciation of diversity and inclusivity | Work placement, seminars, peer discussions | Presentation, work placement, group work, projects |

| | | | | | |
|----|---|---|-------|-------------|-----------------|
| 21 | PROGRAMME REQUIREMENTS | | | | |
| | Module Title | Credits | Level | Module Code | Effective from: |
| | 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 | 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 (Science) 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 Module: None Part Two Module: 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 |
| | <i>1st year</i> | 42% | 17% | 8% | 8% | 25% | 75% | 15% | 10% | 90% | 10% |
| | <i>2nd year</i> | 33% | 8% | 0% | 33% | 25% | 70% | 20% | 10% | 70% | 30% |

| PROGRAMME STRUCTURE | | | | September 2025 Entry Cohort | |
|--|---|---|--|-----------------------------|--|
| Year 1 | | Year 2 | | | |
| SEMESTER 1 | SEMESTER 2 | SEMESTER 1 | SEMESTER 2 | | |
| ACADEMIC WRITING AND RESEARCH XC4201 CREDITS 20 | | INDEPENDENT RESEARCH PROJECT XC5201 CREDITS 20 | | | |
| PRINCIPLES OF EQUINE MANAGEMENT EQ4001 CREDITS 20 | | EQUINE HEALTH & NUTRITION EQ5001 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 | | |
| 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 | | |

PROGRAMME OUTCOME MAPPING

| L4 | PROGRAMME OUTCOMES | | MODULES | | | | | |
|--------------------------------------|--------------------|--|-------------------------------|---------------------------------|-------------------------------|-----------------------------------|------------------------------|--------------------------------------|
| | | | Academic Writing and Research | Principles of Equine Management | Equine Anatomy and Physiology | Managing Future Equine Enterprise | Equine Behaviour and Welfare | Practical Horsemanship with coaching |
| Knowledge and Understanding | | | C | C | C | C | C | C |
| | 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 |
| 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 |
| | 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 |
| Practical and Professional | PP1(4) | Develop own role in relation to specified and externally defined parameters | 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 |
| | 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 |
| 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 |
| | 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 |
| | 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 | |

| 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 |
| Knowledge and Understanding | | | C | C | C | C | CO | C |
| | 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 |
| Cognitive, Intellectual and Thinking | CIT1(5) | Analyses, synthesises and summarises principles and concepts, recognising competing perspectives within the animal science discipline | 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 | | 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 | X |
| | CIT5(5) | Analyses a range of information, comparing alternative methods and techniques. | x | | | 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 | | | |
| | PP2(5) | Undertake complex and non-routine performance tasks. | | x | | | x | |
| | PP3(5) | Analyse performance of self, and others, and suggests improvements. | | X | | | | |
| | PP4(5) | Recognise situations or issues likely to lead to conflict, and suggest appropriate actions to minimise these. | | | x | | | |
| | PP5(5) | Recognise ethical challenges associated with the animal science discipline, personal responsibility and professional codes of conduct. | 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 |
| | E3(5) | Use advanced literacy, numeracy, information and digital technologies to demonstrate competency associated with equine science and audiences | x | | | x | x | X |
| | E4(5) | Adapts interpersonal and communication skills to a range of situations, audiences and degrees of complexity | 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 | | | | |
| | 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 | |

Sustainable Education Mapping

| Education for Sustainable Development | | | | | | | | | | | | |
|--|-------------------------------|---------------------------------|-------------------------------|-----------------------------------|------------------------------|--------------------------------------|------------------------------|-----------------------------|---|---|-------------------------|--------------------|
| | Academic Writing and Research | Principles of Equine Management | Equine Anatomy and Physiology | Managing Future Equine Enterprise | Equine Behaviour and Welfare | Practical Horsemanship with coaching | 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 | |
| Zero Hunger | | | | | | | | | | | X | |
| Good Health and Wellbeing | | | X | | X | | | | X | | | |
| Quality Education | X | | | | | | | | | | | |
| Gender Equality | | | | | | X | | | | | X | |
| Clean Water and Sanitation | | X | | | | | | | | | X | |
| Affordable and Clean Energy | | | | | | | | | | | X | |
| Decent Work and Economic Growth | | | | X | | | | | | | X | |
| Industry Innovation and Infrastructure | | | | | | | | | | | X | |
| Reduced Inequalities | | | | X | | X | | | | | X | |
| Sustainable Cities and Communities | | X | | X | | | | | | | X | |
| Responsible Consumption and Production | | X | | X | | X | | | | | | |
| Climate Action | | X | | | | | | | | | | |
| Life below Water | | | | | | | | | | | | |
| Life on Land | | | | | | X | | | | | | X |
| Peace Justice and Strong Institutions | | | | X | | | | | | | | X |
| Partnerships for the Goals | | | | X | | X | | | | | | X |

ENTRANCE AND PROGRESSION

ENTRANCE REQUIREMENTS

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.

In addition, for admission onto FdSc programmes, students must have achieved a pass grade in a minimum of one 'A2' level subject (or equivalent) or have successfully completed an Extended/Diploma or T-Level in a relevant subject area. Using the UCAS tariff system, a typical offer for admission to the FdSc would be in the range of 64 points. 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.

Students may progress to BSc Equine Science with Management Top Up following successful completion of the FdSc in Equine Science and Management. For admission to the BSc top up, students would normally be expected to have successfully completed their FdSc in 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 $\frac{2}{3}$ 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.

AWARDS

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

Certificate of Higher Education in Equine Science and Management

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 |
| Award Extended Foundation Degree | 240 Credits |

PROFESSIONAL ACCREDITATION ARRANGEMENTS

There are no professional accreditation arrangements for the Foundation Degree in Equine Science and Management programme.

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 University Centre Askham Bryan 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 300 hours of work placement over the two year duration of the course. Although the placement can start at level 4, 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 in 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, and Teams, 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 150 hours across the two 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.

DOCUMENT MANAGEMENT

| | | |
|--|----------------------------|--|
| | Date completed/revised | |
| | Approval Dates | HE Academic Board Date: 12 August 2022 |
| | Revision Approval Dates | HE Academic Board Date: 15 May 2024 |
| | Approval Sign Off | Head of Quality: <i>A Clark</i> Date: 12 August 2022 |
| | Revision Approval Sign Off | Head of Quality: <i>A Clark</i> Date: 31 August 2023 |
| | Revision Approval Sign Off | Head of Quality: <i>A Clark</i> Date: 15 May 2024 |