CONTEXT AND RATIONALE

Askham Bryan College has a large established equine centre with a strong relationship with the British Horse Society. It is a registered training and examination centre for horse care and riding and runs an extensive range of events.

The equine unit has received significant capital investment over recent years and stables have recently been added to now house over 50 horses. The range and quality of the horses and facilities serve the curriculum well. In terms of riding facilities the unit currently offers both indoor and outdoor schools with the indoor having been recently re surfaced. The College runs numerous affiliated competitions on site including British Eventing Horse trials, a British Show Jumping Grand Prix show and affiliated British Dressage competitions.

The College offers Foundation Degree Science programmes in Equine Sports Management and Equine Business and Events Management. This Foundation Degree Equine Science and Management programme is intended to develop further the science theme and to provide a stream for equine students who wish to progress to further study in a scientific field or careers in equine science-related fields such as equine nutrition, associated veterinary professions, reproductive technologies or the broader biological sciences. As with the other FdSc routes within the section, students will develop knowledge and understanding of equine bodily structures and systems but will also focus on genetics and biochemistry, the importance of correct diet, the implications of selection of stock in breeding to ensure offspring can fulfil market needs and the treatment and prevention of injury.

The College has developed its scientific practical resources and has a well-qualified team of staff to deliver and develop this Foundation Degree. The programme has a clear focus on the wider equine industry and will help students to focus on making objective decisions when
assessing health, welfare and economic impact in the decision making process.

**GENERIC AIMS**
All Foundation Degree 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**
The Foundation Degree Equine Science and Management award aims to provide the following:

1. To equip students with a thorough understanding of scientific and business concepts relating to equine science and management;
2. To develop in each student an understanding of the biological and physiological systems of the horse and relate the scientific principles involved to its desired use in a range of equestrian disciplines;
3. To develop an understanding of how application of the principles and practice of equine science may be used to treat or prevent intrinsic problems which occur as a result of the diversity of the use of the horse;
4. To develop practical skills and the ability to apply them to situations associated with equine management;
5. To develop the ability to evaluate how global, environmental, economic, social, ethical and political issues influence past present and future developments within the equine sector;
6. To develop the range of academic and transferable skills associated with an education in equine science and management thus equipping graduates for either subject-related or wider employment opportunities in the equine industry.

**GENERIC OUTCOMES**
On successful completion of Foundation Degree awards, students will be able to:

(a) communicate clearly, concisely and confidently using an appropriate format;
(b) collect, select and critically evaluate information from a range of sources;
(c) manipulate and interpret complex sets of data, assess their reliability and present them in an appropriate format;

(d) learn independently and display the skills of professional scholarship required for personal development, career management and lifelong learning;

(e) use information technology effectively;

(f) select and apply knowledge and principles to the solution of well defined problems;

(g) demonstrate familiarity with, and understanding of, the important facts and principles in a broad field of study and an awareness of the provisional nature of knowledge and theory;

(h) assess the ethical dimensions and wider consequences of human activities, to optimise economic, community and environmental sustainability;

(i) define criteria and use them to plan, allocate and the evaluate the work of self, individuals and teams;

(j) organise and administer the human and physical resources required to develop and maintain a sustainable enterprise or organisation, after further experience;

(k) display the transferable skills and ability to acquire new competencies required for career progression, including the acquisition of applied workplace skills;

(l) demonstrate the ability to establish effective working relationships with others, defining, sharing and delegating responsibility within a group.

**AWARD-SPECIFIC OUTCOMES**

On successful completion of the Foundation Degree Equine Science and Management award, students will be able to:

(m) Apply knowledge of equine scientific concepts to the management of horses;

(n) Explain the importance of equine science in underpinning the roles and responsibilities within the industry;

(o) Employ a range of methods of enquiry to explain how global, environmental, economic, social, ethical and political issues influence past present and future developments within the equine industry;

(p) Identify, analyse and solve a range of commonly encountered problems within the equine industry and, where appropriate, indicate business management solutions that apply to practice;

(q) Identify, analyse and explore topical issues in equine science and consider their impact on the industry;

(r) Apply organisational and management skills and knowledge acquired from the programme to work situations in the equine industry.

**RELATIONSHIP WITH EXTERNAL REFERENCE POINT(S)**

The aims and outcomes of this Foundation Degree programme reflect the level descriptors for Foundation Degree Awards (2008), part of the QAA UK Higher Education Quality Code.

The award is reflected in the benchmark statements for Agriculture, horticulture, forestry, food and consumer sciences (2009) and Biosciences (2007). The statement for General business and management (2007) is also reflected, specifically in relation to finance, management and
development of people, business policy and strategy, communication and information technology and customer service. In addition, the themes of sustainability and globalisation are embedded.

LANTRA (2013) estimates the over £4 billion is spent on equestrianism every year and that 720,000 people own horses in the UK. In 2008, over 341,700 people participated in equestrianism every week. Racing is the country’s second biggest sports after football. In 2008 £3.4 billion was generated through horse racing. Equestrianism is one of Great Britain’s top five Olympic and Paralympic Sports, and one of the few sports where men and women compete on equal terms. In the Olympic Games, London 2012 GB won 3 gold medals and one silver medallist being a Yorkshire resident.

LANTRA lead the way in understanding what equine businesses and individuals need. LANTRA (2011) undertook a study into the skills required in equine businesses which provides some interesting outcomes in that there is a skills gap of employees in the equine industry not only technical and practical job specific skills but also the higher level skills on management, 12% reported communication skills, 85 reported ‘IT’ skills and 33% reported staff lack the right motivation and trainability. Increase knowledge of equine Welfare specific to health and legislation was also a commonly occurring them amongst the respondents. The proposed FdSc programme will provide students with the skills and knowledge outlined from the LANTRA report summary. It will provide industry specific knowledge and also the wider transferable skills and independent motivation which set Higher Education students apart.

The British Horse Society run internationally recognised progressive qualifications in stable management and equitation. All of the stable management elements of this programme have been designed in line with the BHS qualifications to ensure consistency across the industry.

The British Equestrian Federation has recognised the importance of disseminating academic research out to its member organisations and the broader industry. This is reflected by the launch of BEFRED, British Equestrian Federation Research and Education Database. The aim of the database is to make the research carried out in colleges and universities more accessible to both other students and organisations throughout the industry. The longer term aim of the BEF is to move the equine industry forward based on sound research. Higher education is key in providing the academic research for the industry to develop.

The college holds a regular Equine Section Technical Advisory Group and feedback from employers help to shape the curriculum.

PROFESSIONAL ACCREDITATION ARRANGEMENTS

N/A
PROGRESSION, TRANSFER, ADVANCED STANDING AND INTERIM AWARDS

Progression
Students progressing to the second year must have satisfied the requirements for progression in line with Harper Adams University academic regulations:

To proceed to Part 2 of the HND and Foundation Degree course, students must have acquired 105 credits after reassessment …

Harper Adams University Academic Quality Assurance Manual Annex 5.01
Revised May 2013

Module Compensation Exclusions
The following modules are not eligible for compensation within the FdSc Equine Science and Management programme:

Part 1 modules: all modules other than Vocational Placement 1 are eligible for compensation

Part 2 modules: all modules other than Vocational Placement 2 and Personal Research Project are eligible for compensation

Transfer
Unless otherwise indicated in the programme specification, students can transfer all common module credits between programmes.

Entry with Advanced Standing
Table 4.1 in Section 4 of the Academic Quality Assurance Manual identifies the maximum credit that can normally be advanced for students wishing to enter with advanced standing from a Harper Adams’ award, or an award from another institution. Harper Adams’ 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 procedure and Harper Adams University 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.

- 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.

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

On successful completion of level 4 (Certificate level) awards, (including University Foundation Certificate and Certificate of Higher Education), students will be able to:

a) collect and evaluate information from a range of sources;
b) communicate clearly and concisely using an appropriate format;
c) use information and communication technology effectively;
d) manipulate and interpret sets of data, assess their reliability and present them in an appropriate format;
e) demonstrate knowledge and understanding of current practices in the field of study;

f) under guidance, relate knowledge to relevant principles and theory;

g) respond appropriately to evaluation by others.

h) explain the key principles that apply to the equine events and leisure industry in the UK.

Students will have obtained a minimum of 120 credits for award of Certificate of Higher Education or 60 credits for the award of University Foundation Certificate in accordance with the assessment regulations.

Articulation with BSc Awards
This award articulates with BSc / BSc (Hons) Equine Management top up programme

For admission to the BSc (Hons) top-up programme, students would normally be expected to have successfully completed their FdSc programme with a minimum of mean grade of 55% in their final year.

For admission to BSc top-up programme, students would normally be expected to have successfully completed their FdSc programme and have a reference from their Course Manager in support of their suitability for top up study.

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

Askham Bryan College’s programmes are based on a credit-accumulation system where 1 credit represents 10 notional hours of student study time. Modules are normally 15 credits or multiples thereof. Modules are also at different levels from Levels 3 – 6, according to their intellectual challenge. Courses leading to specific awards include core modules, optional modules from which students must select choices up to the number of credits required, and, in some cases, elective credit whereby students may study any modules of their choice from within the College’s Higher Education portfolio, subject to timetabling and pre-requisite constraints, in place of optional modules, with the approval of their Course Manager.

Core modules for all Foundation Degree programmes, other than Veterinary Nursing, include Academic Skills, Academic Development, Vocational Placement 1 and 2 and Personal Research Project in addition to the placement period.

The minimum credit requirements needed to progress to interim and final awards are listed in Section 4.4.5 of the Harper Adams University Academic Quality Assurance Manual. These are reflected in the corresponding course structure study programmes, which follow.

The advanced entry programmes for holders of Foundation Degrees and HNDs to Honours Degrees is based on an additional minimum credit requirement of 120 level 6 credits. This programme would typically be studied over one academic year, with students completing the taught modules within the academic year.
In addition to meeting the minimum credit requirements as specified in the table above, students must also achieve the learning outcomes associated with each award title.
## Course Structure: Foundation Degree Equine Science and Management

### UCAS Code: 8T22

<table>
<thead>
<tr>
<th>Part One</th>
<th>Part Two</th>
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<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td><strong>Year 2</strong></td>
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<tr>
<td>All at Level 4 unless indicated</td>
<td>All at Level 5 unless indicated</td>
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<tr>
<th>CORE</th>
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<tbody>
<tr>
<td>ABR4000</td>
<td>Academic Skills</td>
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<tr>
<td>ABR401</td>
<td>Vocational Placement 1**</td>
</tr>
<tr>
<td>ABB4000</td>
<td>Introduction to Business*</td>
</tr>
<tr>
<td>ABA4000</td>
<td>Anatomy and Physiology*</td>
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<tr>
<td>ABE4008</td>
<td>Practical Equine Management**</td>
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<tr>
<td>ABE4004</td>
<td>Equine Behaviour and Psychology</td>
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<tr>
<td>(ABE4011)</td>
<td>Equine Health and Disease**</td>
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<tr>
<td>(ABE4012)</td>
<td>Equine Genetics and Biochemistry</td>
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</table>

Full-time students will normally study at least 120 credits (equivalent to 1200 study hours) per year from a combination of core (compulsory) and optional modules. Students intending to top-up to a BSc/BSc Honours programme should discuss their option choice with their Course Manager.

Part time students will normally study 240 credits over three years.

Key: The number in the left-hand corner denotes the module identifier. The number in the right-hand corner denotes the credit value.

* Anatomy and Physiology and Introduction to Business, have week 11 (January) exams

** Vocational Placement 1, Practical Equine Management and Equine Health and Disease have pre-Christmas assignment feedback

** Validation Date: 19th December 2013
** Date of Approval following Response to Validation Report: February 2014
** Period of Approval: September 2014 – August 2017
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 will normally undertake a work placement alongside full time study, i.e. one day per week at each level, although arrangements can be made for alternative models. 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 in review and revision of the existing curriculum. Efficiency of delivery is a key HEFCE funding priority for the future and increased shared delivery of cross-programme modules is planned on this programme.

Learning & 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 animal unit, on field trips and in laboratories.

All students carry out a major individual research project 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
All Foundation Degree courses, other than Veterinary Nursing, at Askham Bryan College include the Academic Skills and Academic Development modules plus Vocational Placement 1 and 2. These 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. Vocational placement periods (normally 150 hours in both 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.

Placement period duration.
All Foundation Degree programmes delivered at Askham Bryan College must include a placement of at least 300 hours over the period of the programme.
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 provide formative in-course feedback and the second provides a summative end-of module assessment; each contributing 50% to the weighted mean module work. The exact details are specified in each module descriptor. 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 and 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 Vocational Placement 1, Practical Equine Management and Equine Health and Disease have pre-Christmas assignment feedback and there are early (week 11, January) exams in Anatomy and Physiology and Introduction to Business. Feedback early in the programme will enable students to reflect on progress and plan for future improvement.

ENTRANCE REQUIREMENTS

Applicants will normally have 5 GCSE’s or above including English, maths and science at Grade C or above. Achievements at level 2 in appropriate Functional Skills will also be considered as an alternative for English and maths and Merit grades or above in Science based modules at Level 3 can be used as an alternative to GCSE Science.

Applicants are expected to achieve a minimum of 120 UCAS points.

Applicants will normally have studied a two year level 3 programme at A Level or a vocational Level 3 Diploma. Normally applicants will be expected to show achievements in science modules at Merit grade or above in vocational programmes. This reflects the science based nature of the programmes.

Applicants without appropriate achievements in Science may be asked to undertake an assessment of scientific knowledge.

Applications from those that have significant life or work experience after leaving compulsory education will normally have studied and achieved an Access to HE course or successfully completed a minimum of a one year level 3 courses and/or be able to demonstrate that they are working at an appropriate level in English, maths and science through an assessment process.

For admission to the BSc (Hons) top-up programme, students would normally be expected to have successfully completed their FdSc programme with a minimum of mean grade of 55% in their final year. For admission to the BSc (Ordinary) top-up programme, students would normally be expected to have achieved a minimum mean grade of 40% in their final year. Admission to the BSc top up programmes would involve successful completion of the FdSc programme plus a suitable tutor reference to support admission.
Curriculum Map for Foundation Degree Equine Science and Management

This map provides a design aid to help identify where the generic and award specific outcomes are being developed and assessed within the course, by specified modules. It also provides a check list for quality assurance purposes and could be used in validation, accreditation and external examining processes by making the learning outcomes transparent. In this way, it also helps students monitor their own learning, personal and professional development as the course progresses. The map shows only the main broadly defined measurable learning outcomes.

<table>
<thead>
<tr>
<th>Award Outcomes</th>
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<tbody>
<tr>
<td>Academic Skills</td>
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<tr>
<td>Vocational Placement 1</td>
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<tr>
<td>Business Introduction</td>
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<tr>
<td>Anatomy and Physiology</td>
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<tr>
<td>Equine Behaviour and Welfare</td>
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<tr>
<td>Practical Equine Management</td>
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<tr>
<td>Equine Health and Disease</td>
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<tr>
<td>Introduction to Equine Genetics and Biochemistry</td>
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<thead>
<tr>
<th>Modules</th>
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<tbody>
<tr>
<td>LEVEL 4</td>
</tr>
<tr>
<td>Personal Research Project</td>
</tr>
<tr>
<td>Academic Development</td>
</tr>
<tr>
<td>Vocational Placement 2</td>
</tr>
<tr>
<td>Business Management</td>
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<tr>
<td>Animal Nutrition</td>
</tr>
</tbody>
</table>

| LEVEL 5 |
| Applied Equine Management Techniques | C | x | x | x | x | x | x | x | x | x |
| Equine Injury and Rehabilitation | C | x | x | x | x | x | x | x | x | x |
| Equine Breeding and Reproductive Technology | C | x | x | x | x | x | x | x | x | x |

Page 12 of 13
Key to outcomes listed on Curriculum Map:

**Generic Award Outcomes:**

(a) communicate clearly, concisely and confidently, using an appropriate format;

(b) collect, select and critically evaluate information from a range of sources;

(c) manipulate and interpret complex sets of data, assess their reliability and present them in an appropriate format;

(d) learn independently and display the skills of professional scholarship required for personal development, career management and lifelong learning;

(e) use information and communication technology effectively;

(f) select and apply knowledge and principles to the solution of well defined problems;

(g) demonstrate familiarity with, and understanding of, the important facts and principles in a broad field of study and an awareness of the provisional nature of knowledge and theory;

(h) assess the ethical dimensions and wider consequences of human activities, to optimise economic, community and environmental sustainability;

(i) define criteria and use them to plan, allocate and evaluate the work of self, individuals and teams;

(j) organise and administer the human and physical resources required to develop and maintain a sustainable enterprise or organisation, after further experience;

(k) display the transferable skills and ability to acquire new competencies required for career progression, including the acquisition of applied workplace skills;

(l) demonstrate the ability to establish effective working relationships with others, defining, sharing and delegating responsibility within a group;

**Award Specific Outcomes:**

(m) Apply knowledge of equine scientific concepts to the management of horses;

(n) Explain the importance of equine science in underpinning the roles and responsibilities within the industry;

(o) Employ a range of methods of enquiry to explain how global, environmental, economic, social, ethical and political issues influence past present and future developments within the equine industry;

(p) Identify, analyse and solve a range of commonly encountered problems within the equine industry and, where appropriate, indicate business management solutions that apply to practice;

(q) Identify, analyse and explore topical issues in equine science and consider their impact on the industry;

(r) Apply organisational and management skills and knowledge acquired from the programme to work situations in the equine industry.