

Module Descriptor Form

1	Awarding Body	Askham Bryan College
2	Lead Subject Area	Equine
3	Module title	Managing Future Equine Enterprise
4	Module Code	EQ4005
5	Module level	4
6	Module credits	20
7	Date Module to Commence	September 2022
8	Programmes on which module is Core	EFdSc Equine Science and Management (core) Cert HE Equine Science and Management (core) FdSc Equine Science and Management (core)
9	Aims of the Module	This module intends to introduce business environment related theories and apply the challenges equine enterprises face currently. Traditional theory will be used to develop understanding and appreciation of emerging industry themes and trends and identify the implications of this change for equine businesses and the wider industry.
10	Rationale for Module	The Equine Industry is rapidly expanding and changing. Equine graduates will need to understand the key factors driving this transformation and to have developed appropriate business knowledge and commercial skills to become successful managers in this industry. The module will develop knowledge and understanding of basic operations and foundation knowledge of business and enterprise management which is much in demand in the sector.
11	Module description	The module will cover the main strategic issues facing the equine industry today in terms of participation, economic contribution, growth opportunities and challenges the UK equine industry faces in comparison to other countries equine industries. This will be set against an understanding of the generic business environment, political, economical, social, technological, legal and environmental factors and how these impact the sector. The role of stakeholders will be identified along with governance and the introduction of understanding of financial analysis and strategic planning.
12	Semester	2
13	Learning Outcomes	LO1 Review the Business Environment of the equine industry and consider the current state of the sector identifying emergent themes. LO2 Identify the role of key stakeholders within the industry and assess effectiveness of governance and policy making.

		LO3 Plan how a business could develop and deliver a proposed product or service. LO4 Assess the financial viability of a proposed product or service using suitable budget techniques.
14	Pre-requisite Modules	None
15	Co-requisite Modules	None
16	Banned Combinations	None
17	Is Module Compensatable	Yes
18	Indicative Content	LO1: Industry Analysis and Strategic Issues Students will analyse the Business Environment of the equine sector and discuss political, economic, social, technological, legal and environmental factors and how these impact the sector using tools such as SWOT and PEST. Industry data will be used to review the structure and size of the equine industry, fragmentation of the industry, workforce size, nature of businesses and the associated impacts on industry. LO2: Stakeholders and Governance Using a framework such as Mendelow's, stakeholder analysis will be carried out and applied to the equine industry. Key players will be identified and the effectiveness of governance and policy assessed using comparisons to other countries. Strategic priorities for the equine industry and enterprise will be discussed along with research themes and the future direction for the industry. LO3: Strategic Planning Introduce the concept of Strategic Planning using templates and frameworks. Use industry examples and apply to an equine product or service. Covering a range of concepts for inclusion such as vision, mission, internal and external analysis, goal setting and review points. LO4: Finances and Budgeting Assess the financial and economical position of the industry using industry data and consider budgeting constraints and techniques for an equine product or service. Consider cash flow, break even point, turnover, management of costs. Discuss the concepts of Profit and Loss, Balance sheet interpretation and be able to apply some ratios for financial analysis.

19	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 lecture material will be available on the VLE for students in advance of the lecture. Lecture material will be designed for diverse learners under accessibility guidelines. Time will be allocated for students to practice and prepare for both assessments. An alternative assessment will be available for all students with a DSA, in line with recommendations in their individual needs assessment.
20	Link to the Digital Vision	The VLE and Teams platforms will be utilised for dissemination of lecture resources. Where possible, planet e-stream and AR suite will be utilised.
21	Total Contact Hours	60
	Lecture	40
	Seminar	0
	Tutorial	10
	Project Supervision	0
	Demonstration	0
	Practical classes/workshops	10
	Fieldwork	0
	External visits	0
	Work based learning / Placements	0
	Guided independent study	140 hours
22	Learning and Teaching Strategy	A series of lectures and seminars will provide essential module information. This will be supported by group learning activities and individual project work. Further academic skills will be developed through the use of subject specific literature and guided tasks. These will enable students to apply and critically evaluate key concepts and theories, generate ideas and effectively communicate information and arguments in a variety of forms. The diversity of teaching approaches combined with individual study will ensure all module aims are achieved and a rigorous approach to the effective deployment of a range of subject specific, cognitive and transferable skills. Students will be encouraged to develop problem-solving strategies to well defined problems in the field of study.

23	Virtual Learning Strategy	All module resources will be available on the VLE, as will links to further reading, videos etc. Students will be encouraged to actively participate in online discussion forums. Formative assessment will take place regularly using online tasks on the VLE. Worksheets, relevant literature, Powerpoints and other media will be made available on the VLE page for students to access outside of lectures.				
24	Opportunities for Formative Assessment	Consistent question and answer sessions will take place in every session for the students to practice and further knowledge. Assignment workshops will be given before the assessment deadlines and opportunities for 1:1 tutorial and draft review of work.				
25	Method of Summative Assessment	Ass No.	Method	Weighting	Mod. LO's	Prog LO's
		1	Industry Report	50%	1 and 2	KU2, KU3, CIT2, CIT5, PP1, PP3, E1, E3, E4, E5
		2	Strategic Plan and Budget presentation	50%	3 and 4	KU2, KU3, CIT2, CIT5, PP1, PP3, E1, E3, E4
26	Examination Period	N/A				
27	Method/s of reassessment	Coursework				
28	Maximum Class Size	24				
29.1	Essential Reading (Books)	BETA. 2019. <i>National Equestrian Survey 2019</i>, Wetherby: BETA Dyson, J.R. and Franklin, E. 2017. <i>Accounting for non-accounting students</i>. 9th ed. London: Prentice Hall Eastwood, S., Jensen, A.R. and Jordan, A. 2006. <i>Business Management for the Equine Industry</i>. Oxford: Blackwell Publishing Ltd Vial, C. and Evans, R. 2015. <i>The new equine economy in the 21st Century</i>. EAAP publication No. 136. Netherlands: Wageningen Academic Publishers				

29.2	Recommended Reading (Books)	Atrill, P. 2017. <i>Financial management for decision makers</i>. 8th ed. Harlow: Prentice Hall Bacon, R. 2009. <i>Horse World – A hobby, sport business, industry? Proceedings of the 17th National Equine Forum, London 31st March 2009</i>. London: NEF Brega, J. 2010. <i>Equine Business Management: Book Four</i>. London: J.A. Allen BETA. 2015. <i>National Equestrian Survey 2015</i>, Wetherby: BETA BETA. 2011. <i>National Equestrian Survey 2011</i>, Wetherby: BETA BHIC British Horse Industry Confederation. 2005. <i>Strategy for the horse industry in England and Wales</i>. London: DEFRA Cox, D, and Fardon, M. 2014. <i>Management of finance</i>. Worcester: Osborne Books Crossman, G.K. 2010. <i>The organisational landscape of the English horse industry: a contrast with Sweden and the Netherlands</i>. Exeter: University of Exeter Houghton Brown, J. and Clinton, M. 2010. <i>Horse Business Management: Managing a Successful Yard</i>. 4th ed. Oxford: Wiley-Blackwell Publishing Jobber, D. and Elis-Chadwick, F. 2016. <i>Principles and Practice of Marketing</i>. 8th ed. Harlow: Prentice Hall Johnson, G., Scholes, K. and Whittington, R. 2017. <i>Exploring Corporate Strategy: text and cases</i>. 11th ed. Harlow: Financial Times Prentice Hall LANTRA. 2011. <i>A study into the Business and Skills Requirements of the UK Equine Industry</i>. Coventry: LANTRA Micoud, N., McKnight, G. and Mauchlen, H. 2015. <i>Scoping Study on the Equine Industry in Scotland</i>. Edinburgh: Rural Policy Centre Research Report Sloman, J. Dean, G., Geust, J., and Jones, E. 2016. <i>Economics for Business</i>. London: Pearson
29.3	Essential Reading (Journals)	Business, Industry and Management journals – titles on Equine Enterprise, Equine Business, Equine Events and Industry analysis
28.4	Recommended Reading (Journals)	Harvard Business Review

29.5	Websites/ Online/ Government Resources etc	BETA LANTRA National Equine Forum DEFRA FEI
30	Date Written/ Revised	23 July 2024
31	Module Leader Name	Laura Johnson
32	Writing Team Names	Emma Jones