Programme Specification

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1	**KEY INFORMATION**	
2	Awarding Body	Askham Bryan College
3	Programme Title	Certificate of Higher Education Agriculture
4	Programme code/s	L4D4U6Y
5	Award Level	Certificate in Higher Education
6	6a) HECoS code	(30%) (101006) Agricultural technology, (50%) (100517) Agriculture, (20%) (100978) Farm Management
	6b) UCAS Code	D4U6
7	Mode(s) of study	Full time or Part time
8	Credits Studied each Year	Full-time students will normally study at least 120 credits (equivalent to 1200 study hours) during the year. The part-time programme will be completed in two 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	The full-time programme will be completed in one year. The part-time programme will be completed in two years.
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 College (York)
12	Professional, Statutory and Regulatory Bodies (PSRB) Accredited	None
13	USP & Programme Context	The Cert HE Agriculture provides students with an appropriate academic grounding, together with the broader technical and management skills that are required to work and build a career in the increasingly technical and continually changing agricultural sector. The programme will develop students technical and management skills, in livestock, crop production, and the integration of the wide range agricultural production systems, rotations, equipment, housing and store facilities that and used in the commercial farming industry. The USP is the in- class and industry focused approach to learning makes it accessible to anyone, those wanting to start in the industry and develop their careers as they progress into technical or managerial roles or those wanting to improve their level of knowledge through continual professional development after time spent in the agricultural industry.
14	Aims of the programme	The CertHE Agriculture is designed to provide students with a broad foundation of agricultural knowledge and skills that support progression within the agricultural sector and further study. The programme develops students' understanding of the scientific,

		technical and business principles that underpin contemporary agricultural practice, enabling them to apply this knowledge within a range of agricultural settings. The programme reflects the QAA Subject Benchmark Statements for Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences (2024) and Biosciences (2023). It introduces students to key themes including agricultural production, business management, sustainability, environmental stewardship, digital technologies and global influences on food and farming systems. Students will develop core academic, analytical and communication skills alongside an understanding of professional practice within the agricultural industry. Recognising the increasing role of technology and data within modern agriculture, the programme aims to develop students' awareness of emerging agricultural technologies and their application in supporting efficient, sustainable and productive farming systems. Students will gain experience in interpreting information, solving practical problems and making informed decisions within defined agricultural contexts. The programme also seeks to prepare students to contribute effectively to a rapidly evolving industry by fostering professionalism, adaptability and an appreciation of lifelong learning. This will enable graduates to respond to changing technological, environmental and economic challenges while supporting the future development of the agricultural sector.
REFERENCE POINTS WHICH HAVE INFORMED THE PROGRAMME		
15a	QAA subject benchmark statements	The Subject Benchmark Statement for Agriculture, Rural Environmental Sciences, Animal Studies, Consumer Science, Forestry, Food, Horticulture and Human Nutrition - https://www.qaa.ac.uk/docs/qaa/sbs/sbs-agriculture-24.pdf?sfvrsn=5600b481_6 has been used to define the academic standards that can be expected of a graduate, in terms of what they might know, do and understand at the end of their studies, and describes the nature of the subject.
15b	QAA Frameworks for Higher Education Qualifications	The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies has been used in setting the academic standards associated with the Certificate of Higher Education. https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks Holders of the Cert HE Agriculture Level 4 will have developed a sound understanding of the principles in their field of study and will have learned to apply those principles more widely. Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems. Holders of qualifications at this level will have the qualities necessary for employment in

		situations requiring the exercise of personal responsibility and decision-making. The Quality Code for Higher Education (https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf) is based on several elements which have been used in the development of the Cert HE Agriculture these include: • Expectations • Core Practices • Common Practices • Advice and Guidance https://www.qaa.ac.uk/quality-code
15c	Requirements of any Professional, Statutory and Regulatory Bodies (PSRB)	None
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 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 seek to promote equality of opportunity by ensuring fair access, application, and progression opportunities for all students who meet the admissions criteria. All students across this programme, regardless of race, religion, background, sex, sexual orientation, disability or age, will be treated equally and provided with equality of opportunities throughout the course. Those with additional needs or requiring extra support will be provided with the means, resources and guidance to assist in their success. An alternative assessment may be available where necessary in line with reasonable adjustments policy and procedure.
17a	Link to The Digital Vision	The programme will use a forward-thinking approach to delivery, enabling easy access to students on the industry focused degree by providing the opportunity and support to study full time while working in the industry. The use of the Askham Bryan Virtual Reality Centre, together with farm management software systems which links to the precision farming systems on farm will move students to the forefront of the industry. This links directly into the Digital Vision of UCAB and the Askham Bryan College Strategic Plan.
17b	Link to the Education for Sustainability goals	Education for Sustainability is embedded throughout the Cert HE Agriculture programme through teaching, fieldwork and applied agricultural practice. Students develop an understanding of sustainable ecosystem management, biodiversity protection and responsible use of natural resources. The programme also promotes the use of digital tools to support evidence-based environmental decision making. These learning experiences support several United Nations Sustainable Development Goals, including, but not

		exclusively, SDG 3 (Good Health and Wellbeing), SDG 12 (Responsible Consumption and Production), SDG 13 (Climate Action), SDG 14 (Life Below Water) and SDG 15 (Life on Land), by preparing graduates to contribute to sustainable agricultural practices.
18	Regulatory exemptions	None
19	Are students subject to Fitness to Practise Regulations?	No

20	**PROGRAMME OUTCOMES**		
	Knowledge and Understanding		
	Students are expected to	**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 agriculture.	Use of a hybrid approach to delivery using lectures, seminars, supported learning, workshops, farm and lab practical's, group work, industry visits and external speakers.	A mix of individual and group assignments, presentations, time constrained assessment, use of discussion forums, reflective practice and development of industry appropriate experience.
	Identify strengths and weaknesses of the theories, ideas and terminology associated with agriculture.	Use of a hybrid approach to delivery using lectures, seminars, supported learning, workshops, farm and lab practical's, group work, industry visits and external speakers.	A mix of individual and group assignments, presentations, time constrained assessment, use of discussion forums, reflective practice and development of industry appropriate experience.
	Identify and communicate principles and concepts in agriculture recognising competing perspectives.	Use of a hybrid approach to delivery using lectures, seminars, supported learning, workshops, farm and lab practical's, group work, industry visits and external speakers.	A mix of individual and group assignments, presentations, time constrained assessment, use of discussion forums, reflective practice and development of industry appropriate experience.
	Undertake investigative strategies within a limited and defined range of methods.	Use of a hybrid approach to delivery using lectures, seminars, supported learning, workshops, farm and lab practical's, group work, industry visits and external speakers.	A mix of individual and group assignments, presentations, time constrained assessment, use of discussion forums, reflective practice and development of industry appropriate experience.
	Judge the reliability of data collected, recognising the limitations of the enquiry.	Use of a hybrid approach to delivery using lectures, seminars, supported learning, workshops, farm and lab practical's, group work, industry visits and external speakers.	A mix of individual and group assignments, presentations, time constrained assessment, use of discussion forums, reflective practice and development of industry appropriate experience.

	Collect information to inform a choice of solutions to standard problems in familiar context	Use of a hybrid approach to delivery using lectures, seminars, supported learning, workshops, farm and lab practical's, group work, industry visits and external speakers.	A mix of individual and group assignments, presentations, time constrained assessment, use of discussion forums, reflective practice and development of industry appropriate experience.
	Describe a range of information, identifying alternative methods and techniques.	Use of a hybrid approach to delivery using lectures, seminars, supported learning, workshops, farm and lab practical's, group work, industry visits and external speakers.	A mix of individual and group assignments, presentations, time constrained assessment, use of discussion forums, reflective practice and development of industry appropriate experience.
	Demonstrate emerging independence, initiative and engagement with the wider learning community	Use of a hybrid approach to delivery using lectures, seminars, supported learning, workshops, farm and lab practical's, group work, industry visits and external speakers.	A mix of individual and group assignments, presentations, time constrained assessment, use of discussion forums, reflective practice and development of industry appropriate experience.
	Develop own role in relation to specified and externally defined parameters	Use of a hybrid approach to delivery using lectures, seminars, supported learning, workshops, farm and lab practical's, group work, industry visits and external speakers.	A mix of individual and group assignments, presentations, time constrained assessment, use of discussion forums, reflective practice and development of industry appropriate experience.
	Undertake performance tasks in the agriculture discipline that may be complex and non-routine, engaging in self-reflection	Use of a hybrid approach to delivery using lectures, seminars, supported learning, workshops, farm and lab practical's, group work, industry visits and external speakers.	A mix of individual and group assignments, presentations, time constrained assessment, use of discussion forums, reflective practice and development of industry appropriate experience.
	Work effectively with others and recognise the factors that affect team performance.	Use of a hybrid approach to delivery using lectures, seminars, supported learning, workshops, farm and lab practical's, group work, industry visits and external speakers.	A mix of individual and group assignments, presentations, time constrained assessment, use of discussion forums, reflective practice and development of industry appropriate experience.

	Demonstrate awareness of ethical issues in the agriculture discipline discuss these in relation to personal beliefs and values.	Use of a hybrid approach to delivery using lectures, seminars, supported learning, workshops, farm and lab practical's, group work, industry visits and external speakers.	A mix of individual and group assignments, presentations, time constrained assessment, use of discussion forums, reflective practice and development of industry appropriate experience.
	Demonstrate emerging ability to plan and manage time effectively, and accept responsibility to improve own performance based on feedback/reflective learning	Use of a hybrid approach to delivery using lectures, seminars, supported learning, workshops, farm and lab practical's, group work, industry visits and external speakers.	A mix of individual and group assignments, presentations, time constrained assessment, use of discussion forums, reflective practice and development of industry appropriate experience.
	Undertake a role within a team, contributing information and ideas	Use of a hybrid approach to delivery using lectures, seminars, supported learning, workshops, farm and lab practical's, group work, industry visits and external speakers.	A mix of individual and group assignments, presentations, time constrained assessment, use of discussion forums, reflective practice and development of industry appropriate experience.
	Use appropriate literacy, numeracy, information and digital technologies to demonstrate competency associated with the discipline	Use of a hybrid approach to delivery using lectures, seminars, supported learning, workshops, farm and lab practical's, group work, industry visits and external speakers.	A mix of individual and group assignments, presentations, time constrained assessment, use of discussion forums, reflective practice and development of industry appropriate experience.
	Use interpersonal and communication skills to clarify tasks, identifying and rectifying issues in a range of contexts.	Use of a hybrid approach to delivery using lectures, seminars, supported learning, workshops, farm and lab practical's, group work, industry visits and external speakers.	A mix of individual and group assignments, presentations, time constrained assessment, use of discussion forums, reflective practice and development of industry appropriate experience.
	Explain the key drivers for business success, the external context and pressures on an organisation	Use of a hybrid approach to delivery using lectures, seminars, supported learning, workshops, farm and lab practical's, group work, industry visits and external speakers.	A mix of individual and group assignments, presentations, time constrained assessment, use of discussion forums, reflective practice and development of industry appropriate experience.

	Demonstrate a creative and innovative approach in professional and academic contexts	Use of a hybrid approach to delivery using lectures, seminars, supported learning, workshops, farm and lab practical's, group work, industry visits and external speakers.	A mix of individual and group assignments, presentations, time constrained assessment, use of discussion forums, reflective practice and development of industry appropriate experience.
	Demonstrate an understanding of community and civic responsibility, diversity and inclusivity	Use of a hybrid approach to delivery using lectures, seminars, supported learning, workshops, farm and lab practical's, group work, industry visits and external speakers.	A mix of individual and group assignments, presentations, time constrained assessment, use of discussion forums, reflective practice and development of industry appropriate experience.

	PROGRAMME REQUIREMENTS				
	Module Title	Credits	Level	Module Code	Effective from
	Level 4 COMPULSORY MODULES:				
	Introduction to Agri-Business	20	L4	AG4001	01/09/2027
	Land Management and Ecosystem Sustainability	20	L4	AM4116	01/09/2027
	Agricultural Mechanisation and Technology	40	L4	AG4103	01/09/2027
	Livestock Health	20	L4	AG4004	01/09/2027
	Crop Production	20	L4	AG4005	01/09/2027
	Sum of credits available at this level	**120**			
	Qualification/s available upon completion of the modules above	Certificate of Higher Education in Agriculture			
	Module Compensation Exclusions The following modules are not eligible for compensation within the Certificate of Higher Education Agriculture	Level 4 Module: None			

22	LEARNING, TEACHING AND ASSESSMENT (**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
	Level 4	*60%*	*0%*	*0%*	*35%*	*5%*	*30%*	*60%*	*10%*	*100%*	*0%*

PROGRAMME STRUCTURE	
Level 4	
SEMESTER 1	SEMESTER 2
AGRICULTURAL MECHANISATION AND TECHNOLOGY AG4103 40 CREDITS	
CROP PRODUCTION AG4005 20 CREDITS	INTRODUCTION TO AGRI-BUSINESS AG4001 20 CREDITS
LIVESTOCK HEALTH AG4004 20 CREDITS	LAND MANAGEMENT AND ECOSYSTEM SUSTAINABILITY TBA 20 CREDITS

PROGRAMME OUTCOME MAPPING

L4			Introduction to Agri-Business	Land Management and Ecosystem Sustainability	Agricultural Mechanisation and Technology	Livestock Health	Crop Production
Knowledge and Understanding			C	C	C	C	C
	KU1(4)	Have broad understanding of well-established theories, ideas and terminology associated with the Agriculture discipline	x	x	x	x	x
	KU2(4)	Identify strengths and weaknesses of the theories, ideas and terminology associated with the Agriculture discipline			x	x	x
Cognitive, Intellectual and Thinking	**CIT1(4)**	Identify and communicate principles and concepts in Agriculture recognising competing perspectives.	x	x	x	x	x
	CIT2(4)	Undertake investigative strategies within a limited and defined range of methods.	x	x			
	CIT3(4)	Judge the reliability of data collected, recognising the limitations of the enquiry.	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		
	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	x	x	x	x
	PP2(4)	Undertake performance tasks in the Agriculture discipline that may be complex and non-routine, engaging in self reflection			x	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 Agriculture 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		
	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 Agriculture, discipline	x	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		
	E5(4)	Explain the key drivers for business success Agriculture, the external context and pressures on an organisation	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			

SUSTAINABLE EDUCATION MAPPING

	Introduction to Agri-Business	Land Management and Ecosystem Sustainability	Agricultural Mechanisation and Technology	Livestock Health	Crop Production
No Poverty	X	X			
Zero Hunger	X	X	X	X	X
Good Health and Wellbeing	X		X	X	X
Quality Education	X		X	X	X
Gender Equality	X	X			
Clean Water and Sanitation				X	X
Affordable and Clean Energy	X		X		
Decent Work and Economic Growth	X				
Industry Innovation and Infrastructure	X		X	X	X
Reduced Inequalities	X	X			
Sustainable Cities and Communities	X	X			
Responsible Consumption and Production	X	X	X	X	X
Climate Action	X	X	X	X	X
Life below Water	X				X
Life on Land	X		X	X	X
Peace Justice and Strong Institutions	X	X			
Partnerships for the Goals			X		

ENTRY AND PROGRESSION

ENTRY 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 science-based Level 2 Diploma, in lieu of GCSE Science. Equivalent qualifications may be considered.

In addition, for admission onto Cert HE 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 Cert HE would be in the range of 64 points.

Students may be invited to attend an interview, and places will be subject to a satisfactory reference and may also require satisfactory completion of an assessment.

See HE student admissions policy and procedure for full information regarding admissions processes for home and international applicants.

Applications from mature students are welcomed. Applicants can apply for Accreditation and Recognition of Prior Learning (A/RPL) in line with the published Policy and Procedure.

Progression

Students wishing to apply for transfer onto Level 5 of the FdSc programme must have satisfied the requirements for progression in line with Askham Bryan College academic regulations.

Students may progress to Level 5 FdSc Agriculture following successful completion of the Cert HE Agriculture (120 credits at Level 4).

Transfer

Students can apply to the Level 5 of the FdSc Agriculture programme and 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. Please see Student Transfer Guidance for more information.

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.

AWARDS

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 – 6, according to their intellectual challenge. Courses leading to specific awards may include **core modules and optional modules** from which students must select choices up to the number of credits required.

The minimum credit requirements needed to gain a final award are:

Award Certificate in Higher Education 120 Credits

- To qualify for the award of **Certificate of Higher Education in Agriculture** students are required to achieve the Level 4 outcomes as stated in the programme outcomes.
- Students will have obtained a minimum of 120 credits for award of Certificate of Higher Education.

PROFESSIONAL ACCREDITATION ARRANGEMENTS

There are no professional accreditation arrangements for the Cert HE Agriculture programme.

COURSE DESIGN, LEARNING, TEACHING AND ASSESSMENT METHODS

Curriculum design

The programme begins by developing students' understanding of current principles and practices, equipping them with the skills to critically evaluate approaches within the sector. A key feature of the Askham Bryan College curriculum is the integration of work-based examples, enabling students to apply academic knowledge to real-world industry challenges.

Students are not required to complete work placement during the programme, but those who are considering future transfer to Level 5 should consider completing at some work placement hours during level 4. Recommended to discuss this with the relevant Course Manager.

The curriculum is designed to be relevant and engaging for both students and employers, informed by industry stakeholder feedback, student focus groups, and course team review to ensure it remains current and responsive to sector needs.

Learning and teaching methods

Teaching and learning methods are designed to develop knowledge, practical skills and critical thinking through a combination of experience and reflection. Delivery methods vary

according to the subject matter of each module and include lectures, seminars, workshops, field trips, guest lectures, case studies and independent study. Practical skills are developed through activities on the college farm, in laboratories and during field-based learning.

All students undertake a research project in the final year of the programme. As students' progress, there is an increasing emphasis on independent learning, supporting the development of autonomy and professional practice. Additional learning resources and support are provided through the College's Virtual Learning Environment (VLE), preparing students for further study and continuing professional development after graduation.

Transferable skills

The modules are designed to develop the knowledge, skills and attributes needed for academic success, career progression and lifelong learning. The programme incorporates opportunities to enhance communication, numeracy, digital literacy and personal development planning. Industry relevant case studies activities support the development of professional skills and workplace readiness. At higher levels, modules place greater emphasis on teamwork, independent learning, problem-solving and research skills, preparing students for employment and further study.

Assessment

Assessment is an integral part of the learning process and is designed to support the development and demonstration of knowledge, understanding and skills. Most modules are usually assessed through two assessment components, although this may vary. Module descriptors specify the weighting of assessments, which are typically split 50/50 or 25/75. Unless otherwise stated, the overall module mark is calculated using a weighted average, with no minimum threshold required for individual assessment components.

Assessment methods are varied and may include essays, reports, presentations, case studies, problem-solving assignments, practical activities, research projects and work placement tasks. Time-constrained assessments may include open-book or closed-book examinations, with both seen and unseen questions.

A range of subject-specific assessment approaches is used to develop practical and technical competence, including professional discussions, peer observation, case studies and practical assessments.

To support students' transition into higher education, some modules include early assessment submission points with feedback provided before the Christmas break. Where semester one modules include time-constrained assessments, these are typically scheduled towards the end of Semester 1.

DOCUMENT MANAGEMENT To be completed by UCAB Academic Services			
	Date completed/revised	07/07/2026	
	Approval Dates	HE Academic Board	Date:
	Final check Sign Off	Head of Academic Services and Quality Assurance:	Date: