Programme Specification

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1	**KEY INFORMATION**	
2	Awarding Body	Askham Bryan College
3	Programme Title	Certificate of Higher Education Management of Animal Collections with Conservation
4	Programme code/s	L4D327Y
5	Award Level	Certificate of Higher Education
6	6a) HECoS Code	100523 Animal Science (100%)
	6b) UCAS Code	D327
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 from a combination of core (compulsory) and elective modules. Students intending to top-up to a Level 5 FdSc programme should discuss their options with their Course Manager. The part-time programme will be completed in three years and typically be no less than 50% of the standard module diet of the full-time version of the award.
9	Length of programme	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 four 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	This course examines all of the core areas of working in the zoo industry, whilst allowing students the freedom to specialise in their chosen area of interest. The course utilises a range of assessment techniques that are applicable to industry and makes full use of the resources available on campus including a BIAZA accredited zoo.
14	Aims of the programme	The CertHE Management of Animal Collections is designed to provide students with a broad foundation of knowledge and skills that support progression within the sector and further study. The programme develops students' understanding of the scientific technical and business principles that underpin contemporary practice, enabling them to apply this knowledge within a range of settings. **GENERIC AIMS** All CertHE awards aim to:

		1. Develop students' knowledge and understanding of key concepts, principles and practices relevant to their chosen subject area and emerging vocational interests. 2. Develop students' intellectual and academic skills, enabling them to gather, interpret and evaluate information, recognise relationships between ideas, and apply knowledge within familiar contexts. 3. Develop students' personal effectiveness and employability, particularly their ability to learn independently, communicate effectively, work collaboratively and solve problems. 4. Develop the academic and professional skills required for progression to further study, career development and lifelong learning. 5. Promote an awareness of the environmental, ethical, social and economic impacts of professional practice, encouraging responsible and sustainable decision-making. 6. Provide an engaging, supportive and stimulating educational experience that fosters confidence, curiosity and personal development. **AWARD-SPECIFIC AIMS** The CertHE Management of Animal Collections with Conservation aims to: 1. Develop students' knowledge and understanding of the principles and practices that underpin the management of animal collections and conservation activities. 2. Develop practical and technical skills relevant to animal collections and conservation, enabling students to apply these skills safely and effectively in a range of professional settings. 3. Enable students to apply scientific knowledge and understanding to familiar situations within animal collections management and conservation practice. 4. Introduce students to the business, organisational and operational principles that support the effective management of animal collections and conservation projects. 5. Develop students' ability to identify and address commonly encountered challenges within animal collections and conservation contexts using established approaches and evidence-informed decision-making. 6. Develop students' awareness of the environmental, ethical, legislative and societal factors that influence animal collections and conservation activities, and their role in supporting sustainable conservation outcomes.
REFERENCE POINTS AND HOW THESE HAVE INFORMED THE PROGRAMME		
15a	QAA subject benchmark statements	Earth Sciences, Environmental Sciences and Environmental Studies (2022)

		Biosciences (2023) Agriculture, Rural Environmental Sciences, Animal Studies, Consumer Science, Forestry, Food, Horticulture and Human Nutrition (2024)
15b	QAA Frameworks for Higher Education Qualifications	The most up-to-date version is the March 2026 Subject Benchmark Statements (qaa.ac.uk) We also are working within the UK Quality Code for Higher Education https://www.qaa.ac.uk/quality-code
15.	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	Some modules will feature virtual directed study using a range of platforms including the VLE, Teams and nearpod. There is scope for some modules to utilise the VR suite as a learning resource.
17b	Link to the Education for Sustainability goals	Education for Sustainability is embedded throughout the Cert HE Management of Animal Collections with Conservation programme through teaching, development of practical skills and the application of scientific knowledge which allows students to develop an understanding of the fields of conservation and collections management. Students will have the ability to identify, analyse and solve a range of commonly encountered problems within collections and the ability to recognise and evaluate external factors and their influence on conservation efforts. These learning experiences support several United Nations Sustainable Development Goals, including, but not exclusively, SDG 3 (Good Health and Wellbeing), SDG5 (Gender Equality) SDG 12 (Responsible Consumption and Production), SDG 14 (Life Below Water) and SDG 15 (Life on Land).

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 collections management.	Use of a hybrid approach to delivery using lectures, seminars, supported online learning, workshops, lab practical's, group work, industry visits and external speakers.	A mix of individual and group assignments, presentations, time constrained assessment, use of online discussion forums, reflective practice and development of industry appropriate experience.
	Identify strengths and weaknesses of the theories, ideas and terminology associated with collections management.	Use of a hybrid approach to delivery using lectures, seminars, supported online learning, workshops, lab practical's, group work, industry visits and external speakers.	A mix of individual and group assignments, presentations, time constrained assessment, use of online discussion forums, reflective practice and development of industry appropriate experience.
	Identify and communicate principles and concepts in collections management recognising competing perspectives.	Use of a hybrid approach to delivery using lectures, seminars, supported online learning, workshops, lab practical's, group work, industry visits and external speakers.	A mix of individual and group assignments, presentations, time constrained assessment, use of online 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 online learning, workshops, lab practical's, group work, industry visits and external speakers.	A mix of individual and group assignments, presentations, time constrained assessment, use of online 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 online learning, workshops, farm and visits and external speakers.	A mix of individual and group assignments, presentations, time constrained assessment, use of online 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 online learning,	A mix of individual and group assignments, presentations, time constrained assessment, use of

		workshops, lab practical's, group work, industry visits and external speakers.	online 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 online learning, workshops, lab practical's, group work, industry visits and external speakers.	A mix of individual and group assignments, presentations, time constrained assessment, use of online 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 online learning, workshops, lab practical's, group work, industry visits and external speakers.	A mix of individual and group assignments, presentations, time constrained assessment, use of online 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 online learning, workshops, lab practical's, group work, industry visits and external speakers.	A mix of individual and group assignments, presentations, time constrained assessment, use of online discussion forums, reflective practice and development of industry appropriate experience.
	Undertake performance tasks in the collections management discipline that may be complex and non-routine, engaging in self reflection	Use of a hybrid approach to delivery using lectures, seminars, supported online 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 online 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 online 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 online discussion forums, reflective practice and development of industry appropriate experience.
	Demonstrate awareness of ethical issues in the collections management discipline discuss these in relation to personal beliefs and values.	Use of a hybrid approach to delivery using lectures, seminars, supported online learning, workshops, lab practical's, group work, industry visits and external speakers.	A mix of individual and group assignments, presentations, time constrained assessment, use of online 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	Which will be gained through the following teaching and learning methods.	and assessed using the following methods:

	performance based on feedback/reflective learning		
	Undertake a role within a team, contributing information and ideas	Use of a hybrid approach to delivery using lectures, seminars, supported online learning, workshops, lab practical's, group work, industry visits and external speakers.	A mix of individual and group assignments, presentations, time constrained assessment, use of online discussion forums, reflective practice and development of industry appropriate experience.
	Use appropriate literacy, numeracy, information and digital technologies to demonstrate competency associated with the collections management discipline	Use of a hybrid approach to delivery using lectures, seminars, supported online learning, workshops, lab practical's, group work, industry visits and external speakers.	A mix of individual and group assignments, presentations, time constrained assessment, use of online 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 online learning, workshops, lab practical's, group work, industry visits and external speakers.	A mix of individual and group assignments, presentations, time constrained assessment, use of online 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 online learning, workshops, lab practical's, group work, industry visits and external speakers.	A mix of individual and group assignments, presentations, time constrained assessment, use of online 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 online learning, workshops, lab practical's, group work, industry visits and external speakers.	A mix of individual and group assignments, presentations, time constrained assessment, use of online 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 online learning, workshops, lab practical's, group work, industry visits and external speakers.	A mix of individual and group assignments, presentations, time constrained assessment, use of online discussion forums, reflective practice and development of industry appropriate experience.

21	**PROGRAMME REQUIREMENTS**				
	Module Title	Credits	Level	Module Code	Effective from
	Level 4 COMPULSORY MODULES				
	Animal Anatomy and Physiology	20	4	AM4001	01/09/2027
	Practical Animal Health and Husbandry	40	4	AM4014	01/09/2027
	Human – Zoo Animal Interactions	20	4	AM4011	01/09/2027
	Environmental Interpretation in Zoos	20	4	AM4112	01/09/2027
	Level 4 OPTIONAL MODULES: **Choose One**				
	Zoo Ethics	20	4	AM4017	01/09/2027
	Exotic Animal Behaviour	20	4	AM4010	01/09/2027
	Sum of credits available at this level	**120**			
	Qualification/s available upon completion of the modules above	Certificate in Higher Education in Management of Animal Collections with Conservation			
	Module Compensation Exclusions The following modules are not eligible for compensation within the Cert HE Management of Animal Collections with Conservation programme	Level 4 Modules: None			

22	**LEARNING, TEACHING AND ASSESSMENT DATA**										
	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	*36%*	*9%*	*18%*	*27%*	*9%*	*35%*	*65%*	*0%*	*100%*	*0%*

PROGRAMME STRUCTURE	
Level 4	
SEMESTER 1	SEMESTER 2
ANIMAL ANATOMY AND PHYSIOLOGY AM4001 CREDITS 20	
PRACTICAL ANIMAL HEALTH AND HUSBANDRY AM4014 CREDITS 40	
HUMAN-ZOO ANIMAL INTERACTIONS AM4011 CREDITS 20	ENVIRONMENTAL INTREPRETATION IN ZOOS AM4112 CREDITS 20
	*OPTION SEMESTER 2 CHOOSE 1
	ZOO ETHICS AM4017 CREDITS 20
	EXOTIC ANIMAL BEHAVIOUR AM4010 CREDITS 20

*We cannot guarantee placement on your preferred elective if the module does not meet the minimum enrolment requirements or is oversubscribed due to resource limitations.

PROGRAMME OUTCOME MAPPING

L4	PROGRAMME OUTCOMES		Animal Anatomy and physiology	Practical Animal Health and Husbandry	Human-Zoo Animal Interactions	Environmental Interpretation in Zoos	Zoo Ethics	Exotic Animal Behaviour
			C	C	C	C	O	O
Knowledge and Understanding	**KU1(4)**	Have broad understanding of well-established theories, ideas and terminology associated with the collections management discipline	x	x	x	x	x	X
	KU2(4)	Identify strengths and weaknesses of the theories, ideas and terminology associated with the collections management discipline	X		X	X		X
Cognitive, Intellectual and Thinking	**CIT1(4)**	Identify and communicate principles and concepts in collections management, recognising competing perspectives.	X	X		X	X	X
	CIT2(4)	Undertake investigative strategies within a limited and defined range of methods.	X		X			X
	CIT3(4)	Judge the reliability of data collected, recognising the limitations of the enquiry.			X	X	x	X
	CIT4(4)	Collect information to inform a choice of solutions to standard problems in familiar context	x	X	X	X		X
	CIT5(4)	Describe a range of information, identifying alternative methods and techniques.		X	x	X	X	X
	CIT6(4)	Demonstrate emerging independence, initiative and engagement with the wider learning community			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 collections management 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	x	
	PP4(4)	Demonstrate awareness of ethical issues in the collections management, discipline discuss these in relation to personal beliefs and values.		X	x	X	X	X
Employability	**E1(4)**	Demonstrate emerging ability to plan and manage time effectively, and accept responsibility to improve own performance based on feedback/reflective learning		X	X			
	E2(4)	Undertake a role within a team, contributing information and ideas				X		
	E3(4)	Use appropriate literacy, numeracy, information and digital technologies to demonstrate competency associated with the collections management discipline	x	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		X	x
	E5(4)	Explain the key drivers for business success collections management the external context and pressures on an organisation			X			
	E6(4)	Demonstrate a creative and innovative approach in professional and academic contexts				x		
	E7(4)	Demonstrate an understanding of community and civic responsibility, diversity and inclusivity		x			x	

SUSTAINABLE EDUCATION MAPPING

	Animal Anatomy and Physiology	Practical Animal Health and Husbandry	Human – Zoo Animal Interactions	Environmental Interpretation in Zoos	Zoo Ethics	Exotic Animal Behaviour
No Poverty					X	
Zero Hunger						
Good Health and Wellbeing		X	X			X
Quality Education		X	X		X	X
Gender Equality				X		
Clean Water and Sanitation		X				
Affordable and Clean Energy						
Decent Work and Economic Growth		X	X			X
Industry Innovation and Infrastructure		X	X			X
Reduced Inequalities				X	X	
Sustainable Cities and Communities		X		X	X	
Responsible Consumption and Production		X				
Climate Action				X		
Life below Water		X			X	X
Life on Land	X	X	X		X	X
Peace Justice and Strong Institutions				X	X	
Partnerships for the Goals						

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 Management of Animal Collections with Conservation following successful completion of the Cert HE Management of Animal Collections with Conservation (120 credits at Level 4).

Transfer

Students can apply to the Level 5 of the FdSc 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 Management of Animal Collections with Conservation** 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 Management of Animal Collections with Conservation 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 Wildlife Park, 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: