Programme Specification

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1	**KEY INFORMATION**	
2	Awarding Body	Askham Bryan College
3	Programme Title	Extended Foundation Degree Agriculture
4	Programme code/s	L5D4U7Y
5	Award Level	Foundation Degree in Science
6	6a) HECoS code	(30%) (101006) Agricultural technology, (50%) (100517) Agriculture, (20%) (100978) Farm Management
	6b) UCAS Code	D4U7
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) per year from a combination of core (compulsory) and elective modules. The part-time programme will be completed in six 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 three years. The part-time programme will be completed in six 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 five years and seven 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 Extended FdSc 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. At the end of studies students will have the skills and understanding to work at a supervisory or management level in the agricultural sector.
14	Aims of the programme	The Extended FdSc Agriculture is structured to provide students with a blend of the necessary technical, academic and management skills to work at the forefront of this increasingly innovative and technically focused agricultural industry. The award is reflected in the benchmark statements for Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences (2024) and Biosciences (2023). 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, environment and globalisation are embedded. As agricultural technology becomes increasingly important within the sector graduates need to be technically proficient well informed as well as being data driven, innovative and enterprising. The agricultural sector has a continually ageing workforce placing increasing importance on University Centres to ensure that the coming generation can adapt to changing technological advances and compete in the increasingly competitive global market. Students entering the industry will need to engage with technology and the data that it produces to meet the ever-increasing demands of employers for advanced skills and knowledge within the sector. With this there is also a need for students to be able to analyse and interpret customer demands together with technological advances that can be used to make the sector more productive and environmentally sustainable.
REFERENCE POINTS WHICH HAVE INFORMED THE PROGRAMME		
15a	QAA subject benchmark statements	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. This Subject Benchmark Statement 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 FdSc Agriculture. Holders of the FdSc Agriculture Level 5 will have developed a sound understanding of the principles in their field of study and will have learned to apply those principles more widely. https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks 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. UK Quality Code for Higher Education https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf. The Quality Code for Higher Education is based on several elements which have been used in the development of the Extended FdSc 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 whilst 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 EFdSc 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.
	Have detailed knowledge 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.
	Interpret and explain major aspects 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.
	Demonstrate an awareness of different ideas, contexts and frameworks and recognise those areas where the knowledge base is most/least secure.	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.
	Analyse, synthesise and summarise principles and concepts, 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.

	Analyse, synthesise and summarise principles and concepts, 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 research to provide new information and/or explores new or existing data to identify patterns and relationships.	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 theoretical models to judge the significance of the 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 and synthesise information to inform a choice of solutions to problems in unfamiliar 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.
	Analyse a range of information, comparing 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.
	Select appropriate techniques/criteria for evaluation and discriminates between the relative relevance and significance of data/evidence collected.	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.
	Students are expected to have attained the following skills and other attributes	**Which will be gained through the following teaching and learning methods.**	**and assessed using the following methods:**
	Demonstrate independence, initiative and engagement with the wider learning community.	Use of a hybrid approach to delivery using lectures, seminars, supported learning,	A mix of individual and group assignments, presentations, time constrained assessment, use of

		workshops, farm and lab practical's, group work, industry visits and external speakers.	discussion forums, reflective practice and development of industry appropriate experience.
	Identify external expectations and adapts own performance accordingly.	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 complex and non-routine performance tasks.	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.
	Analyse performance of self, and others and suggests improvements.	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.
	Recognise situations or issues likely to lead to conflict and suggest appropriate actions to minimise these.	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.
	Recognise ethical challenges associated with the discipline, personal responsibility and professional codes of conduct.	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.
	Interact effectively within a team, giving and receiving information and ideas and modifying responses where appropriate.	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 and audiences.	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.

	Adapt interpersonal and communication skills to a range of situations, audiences and degrees of complexity.	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 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 an innovative approach and creativity, generating ideas that maximise opportunities.	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 critical reasoning, analysis and synthesis and apply knowledge in practice.	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 ethos of community and civic responsibility; showing an appreciation of 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.

21	**PROGRAMME REQUIREMENTS**				
	Module Title	Credits	Level	Module Code	Effective from
	Y0 MODULES				
	Introduction to Animal Health	20	Y0	XC0102	01.09.2027
	Fundamentals of Biological Sciences	20	Y0	XC0104	01.09.2027
	Principles of Laboratory Work	20	Y0	XC0105	01.09.2027
	Introduction to Research	20	Y0	XC0103	01.09.2027
	Academic and Professional Skills	40	Y0	XC0101	01.09.2027
	Sum of credits available at this level	**120**			
	Qualification/s available upon completion of the modules above	Askham Bryan College Award in Agriculture			
	Level 4 COMPULSORY MODULES:				
	Introduction to Agri-Business	20	L4	AG4001	01.09.2028
	Land Management and Ecosystem Sustainability	20	L4	AM4116	01.09.2028
	Agricultural Management and Technology	40	L4	AG4103	01.09.2028
	Livestock Health	20	L4	AG4004	01.09.2028
	Crop Production	20	L4	AG4005	01.09.2028
	Sum of credits available at this level	**120**			
	Qualification/s available upon completion of the modules above	Certificate of Higher Education in Agriculture			

	Module Title	Credits	Level	Module Code	Effective from
	Level 5 COMPULSORY MODULES:				
	Independent Research Project	20	L5	XC5201	01.09.2029
	Applied Agri-Business	20	L5	AG5002	01.09.2029
	Livestock Production	20	L5	AG5003	01.09.2029
	Crop Production Management	20	L5	AG5005	01.09.2029
	Professional Skills in Wildlife and Land Management	20	L5	AM5016	01.09.2029
	Livestock Feeding	20	L5	AG5004	01.09.2029
	Sum of credits available at this level	**120 Credits**			
	Qualification/s available upon completion of the modules above	Foundation Degree Science in Agriculture			
	Module Compensation Exclusions The following modules are not eligible for compensation within the Extended FdSc Agriculture programme:	Foundation Year 0 Modules: None Level 4 Modules: None Level 5 Modules: Professional Skills in Wildlife and Land Management			

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LEARNING, TEACHING AND ASSESSMENT DATA

(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	
Year 0	*40%*	*10%*	20%	*20%*	*10%*	*30%*	*65%*	*5%*	*100%*	*0%*
Level 4	*60%*	*0%*	*0%*	*35%*	*5%*	*30%*	*60%*	*10%*	*100%*	*0%*
Level 5	*60%*	*0%*	*0%*	*35%*	*5%*	*30%*	*60%*	*10%*	*100%*	*0%*

PROGRAMME STRUCTURE

Year 0		Level 4		Level 5	
SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
ACADEMIC AND PROFESSIONAL SKILLS XC0101 40 CREDITS		AGRICULTURAL MECHANISATION AND TECHNOLOGY AG4103 40 CREDITS		PROFESSIONAL SKILLS IN WILDLIFE AND LAND MANAGEMENT TBA 20 CREDITS	
INTRODUCTION TO RESEARCH XC0103 20 CREDITS		CROP PRODUCTION AG4005 20 CREDITS	INTRODUCTION TO AGRI-BUSINESS AG4001 20 CREDITS	INDEPENDENT RESEARCH PROJECT XC5201 20 CREDITS	
INTRODUCTION TO ANIMAL HEALTH XC0102 20 CREDITS	PRINCIPLES OF LABORATORY WORK XC0105 20 CREDITS	LIVESTOCK HEALTH AG4004 20 CREDITS	LAND MANAGEMENT AND ECOSYSTEM SUSTAINABILITY AM4116 20 CREDITS	CROP PRODUCTION MANAGEMENT AG5005 20 CREDITS	
FUNDAMENTALS OF BIOLOGICAL SCIENCES XC0104 20 CREDITS				APPLIED AGRI-BUSINESS AG5002 20 CREDITS	LIVESTOCK PRODUCTION AG5003 20 CREDITS
				LIVESTOCK FEEDING AG5004 20 CREDITS	

PROGRAMME OUTCOME MAPPING

Y0	PROGRAMME OUTCOMES		Introduction to Animal Health	Introduction to Research	Fundamentals of Biological Sciences	Principles of Laboratory Work	Academic and Professional Skills
			C	C	C	C	C
Knowledge and Understanding	**KU1(4)**	Have broad understanding of well-established theories, ideas and terminology associated with the environmental discipline	X		X	X	X
	KU2(4)	Identify strengths and weaknesses of the theories, ideas and terminology associated with the environmental discipline	X		X		X
Cognitive, Intellectual and Thinking	**CIT1(4)**	Identify and communicate principles and concepts in environmental conservation, recognising competing perspectives.					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	
	CIT5(4)	Describe a range of information, identifying alternative methods and techniques.	X	X		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			
	PP2(4)	Undertake performance tasks in the environmental discipline that may be complex and non-routine, engaging in self-reflection				X	
	PP3(4)	Work effectively with others and recognise the factors that affect team performance.				X	X
	PP4(4)	Demonstrate awareness of ethical issues in the environmental conservation, discipline discuss these in relation to personal beliefs and values.	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			X	X
	E3(4)	Use appropriate literacy, numeracy, information and digital technologies to demonstrate competency associated with the environmental conservation discipline		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, 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			

L4			Introduction to Agri-Business	Land Management an Ecosystem	Agricultural Mechanisation and	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			

L5	PROGRAMME OUTCOMES		Independent Research Project	Applied Agri-Business	Livestock Production	Crop Production Management	Professional Skills in Wildlife and Land Management	Livestock Feeding
Knowledge and Understanding			C	C	C	C	C	C
	KU1(5)	Have detailed knowledge of well-established theories, ideas and terminology associated with the Agriculture discipline			X	X		X
	KU2(5)	Interpret and explain major aspects of the theories, ideas and terminology associated with the Agriculture discipline		X	X	X		X
	KU3(5)	Demonstrates an awareness of different ideas, contexts and frameworks within the Agriculture discipline and recognises those areas where the knowledge base is most/least secure.	X	X		X		
Cognitive, Intellectual and Thinking	CIT1(5)	Analyses, synthesises and summarises principles and concepts, recognising competing perspectives within the Agriculture discipline	X	X				
	CIT2(5)	Undertakes research to provide new information and/or explores new or existing data to identify patterns and relationships.	X	X				X
	CIT3(5)	Uses appropriate theoretical models to judge the significance of the data collected, recognising the limitations of the enquiry.	X	X	X	X		X
	CIT4(5)	Collects and synthesises information to inform a choice of solutions to problems in unfamiliar contexts.	X	X				
	CIT5(5)	Analyses a range of information, comparing alternative methods and techniques.	X	X	X		X	X
	CIT6(5)	Selects appropriate techniques/criteria for evaluation and discriminates between the relative relevance and significance of data/evidence collected.	X	X		X		
	CIT7(5)	Demonstrate independence, initiative and engagement with the wider learning community			X	X		X
Practical and Professional	PP1(5)	Identifies external expectations and adapt own performance accordingly.	X	X		X	X	
	PP2(5)	Undertake complex and non-routine performance tasks.	X	X		X	X	X
	PP3(5)	Analyse performance of self, and others, and suggests improvements.	X	X			X	
	PP4(5)	Recognise situations or issues likely to lead to conflict and suggest appropriate actions to minimise these.		X	X		X	
	PP5(5)	Recognise ethical challenges associated with the Agriculture discipline, personal responsibility and professional codes of conduct.	X	X	X	X	X	X
Employability	E1(5)	Proactively plan and manage time effectively and accept responsibility to improve own academic and practical performance based on feedback/reflective learning	X				X	
	E2(5)	Interact effectively within a team, giving and receiving information and ideas and modifying responses where appropriate.		X			X	
	E3(5)	Use advanced literacy, numeracy, information and digital technologies to demonstrate competency associated with the discipline and audiences	X	X	X		X	X
	E4(5)	Adapts interpersonal and communication skills to a range of situations, audiences and degrees of complexity		X			X	
	E5(5)	Demonstrate an understanding of the key drivers for business success and the external context and pressures on an organisation within the Agriculture sector	X	X		X	X	
	E6(5)	Demonstrate an innovative approach and creativity, generating ideas that maximise opportunities	X	X		X	X	
	E7(5)	Demonstrate critical reasoning, analysis and synthesis and applying knowledge in practice	X			X	X	X
	E8(5)	Demonstrate ethos of community and civic responsibility; showing an appreciation of diversity and inclusivity	X	X			X	

SUSTAINABLE EDUCATION MAPPING

	Introduction to Animal Health	Introduction to Research	Fundamentals of Lab work	Principles of Biological Sciences	Academic and Professional Skills	Introduction to Agri-Business	Land Management and Ecosystem	Agricultural Mechanisation and	Livestock Health	Crop Production	Independent Research Project	Applied Agri-Business	Livestock Production	Crop Production Management	Professional Skills in Wildlife and Land Management	Livestock Feeding
No Poverty	X											X	X			X
Zero Hunger	X					X	X	X	X		X	X	X	X	X	X
Good Health and Wellbeing	X					X	X	X	X		X	X	X	X	X	X
Quality Education			X			X	X	X	X		X	X	X	X	X	X
Gender Equality											X	X			X	
Clean Water and Sanitation	X					X		X	X				X	X		X
Affordable and Clean Energy						X	X					X				
Decent Work and Economic Growth					X							X				
Industry Innovation and Infrastructure			X			X	X	X	X		X	X	X	X	X	X
Reduced Inequalities												X				
Sustainable Cities and Communities												X				
Responsible Consumption and Production			X		X	X	X	X	X		X	X	X	X	X	X
Climate Action		X		X		X	X	X	X			X		X		X
Life below Water						X						X				
Life on Land						X	X	X	X		X	X	X	X	X	X
Peace Justice and Strong Institutions												X			X	
Partnerships for the Goals		X			X	X	X								X	

ENTRY AND PROGRESSION

ENTRANCE REQUIREMENTS

Extended Foundation Degree Agriculture

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.

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

- To proceed to Level 4 of the Extended Foundation Degree Programme, students must have acquired at least 120 credits, after reassessment.

- To proceed to Level 5 of the Foundation Degree course, students must have acquired 240 credits (120 credits at Year 0 and 120 at Level 4) after reassessment.

Students may apply to progress to BSc (Hons) Agricultural Management (Top-up) upon successful completion of the EFdSc Agriculture. For admission to the BSc (Hons) Agricultural Management (Top-up), students would normally be expected to have successfully completed their FdSc Agriculture with a minimum mean grade of 40% Pass.

Transfer

Students transferring onto the programme 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.

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 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 progress to interim and final awards within the Extended Foundation Degree Programme are:

Askham Bryan College Award	120 Credits
Certificate of Higher Education	240 Credits
Foundation Degree	360 Credits

The requirements for interim awards are as follows:

Askham Bryan College Award in Agriculture

- To qualify for the interim award of **Askham Bryan College Award in Agriculture** students are required to achieve the foundation year outcomes as stated in programme outcomes above.

Certificate of Higher Education in Agriculture

- To qualify for the interim award of **Certificate of Higher Education Agriculture** students are required to achieve the Level 4 outcomes as stated in programme outcomes above.

PROFESSIONAL ACCREDITATION ARRANGEMENTS

There are no professional accreditation arrangements for the Extended FdSc 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 learning, enabling students to apply academic knowledge to real-world industry challenges.

Students are required to complete 150 hours of work placement during the programme, normally alongside full-time study. Although placements may begin in the first year of the Extended FdSc, hours are recognised within the Level 5 *Professional Skills in Wildlife and Land Management* module.

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. Work placement activities (normally 150 hours across the programme) 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 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: