# Programme Specification

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| 1 | **KEY INFORMATION** | |
| 2 | Awarding Body | Askham Bryan College |
| 3 | Programme Title | Extended Foundation Degree Animal Science with Management |
| 4 | Programme code/s | L5D304Y |
| 5 | Award Level | Foundation Degree in Science |
| 6 | 6a) HECoS code | 100523 Animal Science (100%) |
| | 6b) UCAS Code | D304 |
| 7 | Mode(s) of study | Full Time and 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.<br><br>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 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 | There are a wide variety of jobs available in the animal science and management sector and this Extended FdSc provides students that may come from non-traditional academic backgrounds or have not achieved the required entry criteria for the Level 4 courses, with knowledge and a range of practical skills required to be successful in progressing onto level 4 study and successfully completing a foundation degree. The Animal Science with Management Extended Foundation Degree enables students to gain a broad understanding in a variety of topics through studying a range of theoretical modules and completing practical work for a range of animal sectors.<br><br>As well as providing students with the knowledge and skills to be successful in future employment, the Extended FdSc also gives students an excellent foundation to study a BSc |

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| | | top up course in a range of fields, including animal science, conservation, health and welfare. |
| 14 | Aims of the programme | **GENERIC AIMS**<br><br>All FdSc awards aim to provide the following:<br>1. To develop in each student subject knowledge and understanding appropriate to individual interests and developing vocational needs.<br>2. To develop each student's intellectual powers, their understanding and judgement, their ability to see relationships within what they have learned and to examine the field of study within a broader perspective.<br>3. To develop the personal effectiveness and employability of students, in particular their ability to learn, to communicate, to work with others and to solve problems.<br>4. To develop those skills of professional scholarship required for career management, lifelong learning and innovation.<br>5. To inculcate an awareness of the wider consequences of economic activity and a determination to minimise the effects on the environment and on people.<br>6. To provide a lively, stimulating and challenging educational experience.<br><br>**AWARD-SPECIFIC AIMS**<br><br>The EFdSc Animal Science with Management aims to provide the following**:**<br><br>1. To develop each student's ability to apply detailed scientific knowledge to the management of domestic, captive and wild animals.<br>2. To develop in students the ability to identify, analyse and solve a range of commonly encountered problems when managing animals and, where appropriate, indicate solutions that apply to industrial practice.<br>3. To develop students' practical skills in animal management and the ability to apply them to situations associated with domestic, captive and wild animal management.<br>4. To develop the students' ability to identify and evaluate external factors and their influence on the development of the animal management sector. |

| REFERENCE POINTS WHICH HAVE INFORMED THE PROGRAMME | | |
|---|---|---|
| 15a | QAA subject benchmark statements | Biosciences (2023)<br>Earth sciences, environmental sciences and environmental studies (2022)<br>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)<br><br>We also are working within the UK Quality Code for Higher Education 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).<br><br>All programmes seek to promote equality of opportunity by ensuring fair access, application, and progression opportunities for all students who meet the admissions criteria.<br>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.<br><br>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 EFdSc Animal Science with Management programme through teaching, development of practical skills and the application of scientific knowledge.<br>Students develop the ability to apply detailed scientific knowledge to the management of domestic, captive and wild |

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| | | animals. This programme inculcates an awareness of the wider consequences of economic activity and a determination to minimise the effects on the environment and on people. 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 4 (Quality Education) SDG 16 (Peace, Justice and Strong Institutions),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 detailed Knowledge of well-established theories, ideas and terminology associated with the discipline | Lectures and seminars | Essays, presentations, practicals and reports |
| | Interpret and explain major aspects of the theories, ideas and terminology associated with the discipline | Seminars, group work, student led learning, practicals | Essays, presentations, practicals and reports |
| | Demonstrates an awareness of different ideas, contexts and frameworks and recognises those areas where the knowledge base is most/least secure. | Seminars, group work, student led learning, practicals | Essays, presentations, practicals and reports |
| | Analyses, synthesises and summarises principles and concepts, recognising competing perspectives. | Lectures, seminars, group work, student led learning, practicals | Essays, presentations, practicals and reports |
| | Undertakes research to provide new information and/or explores new or existing data to identify patterns and relationships. | Lectures, seminars, group work, student led learning, practicals | Essays, presentations, practicals and reports |
| | Uses appropriate theoretical models to judge the significance of the data collected, recognising the limitations of the enquiry. | Lectures, seminars, group work, student led learning, practicals | Essays, presentations, practicals and reports |
| | Collects and synthesises information to inform a choice of solutions to problems in unfamiliar contexts. | Lectures, seminars, group work, student led learning, practicals | Essays, presentations, practicals and reports |

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| | Analyses a range of information, comparing alternative methods and techniques | Lectures, seminars, group work, student led learning, practicals | Essays, presentations, practicals and reports |

| | **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** |
|---|---|---|---|
| | Identifies external expectations and adapts own performance accordingly. | Work experience, student led learning, lectures, group work, practicals | Reports, essays, exams, practicals and presentations. |
| | Undertakes complex and non-routine performance tasks | Work experience, student led learning, lectures, group work, practicals | Reports, essays, exams, practicals and presentations. |
| | Analyses performance of self, and others, and suggests improvements | Work experience, student led learning, lectures, group work, practicals | Essays, exams, practicals, presentations and appraisals. |
| | Recognise situations or issues likely to lead to conflict and suggest appropriate actions to minimise these. | Work experience, student led learning, lectures, group work, practicals | Reports, essays and presentations |
| | Recognise ethical challenges associated with the discipline, personal responsibility and professional codes of conduct. | Work experience, student led learning, lectures, group work, practicals | Reports, essays, exams, practicals and presentations. |
| | Selects appropriate techniques/criteria for evaluation and discriminates between the relative relevance and significance of data/evidence collected | Work experience, student led learning, lectures, group work, practicals | Reports, essays, exams, practicals and presentations. |
| | Proactively plan and manage time effectively and accept responsibility to improve own academic and practical performance based on feedback/reflective learning | Work experience, student led learning, lectures, group work, practicals | Reports, essays, exams, practicals and presentations. |

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| | Interact effectively within a team, giving and receiving information and ideas and modifying responses where appropriate. | Work experience, student led learning, lectures, group work, practicals | Reports, essays, exams, practicals and presentations. |
| | Use advanced literacy, numeracy, information and digital technologies to demonstrate competency associated with the discipline and audiences | Work experience, student led learning, lectures, group work, practicals | Reports, essays, exams, practicals and presentations. |
| | Adapts interpersonal and communication skills to a range of situations, audiences and degrees of complexity | Work experience, student led learning, lectures, group work, practicals | Work placements, practicals, presentations. |
| | Demonstrate an understanding of the key drivers for business success, the external context and pressures on an organisation | Work experience, student led learning, lectures, group work, practicals | Reports, essays, exams, presentations. |
| | Demonstrate an innovative approach and creativity, generating ideas that maximise opportunities | Work experience, student led learning, lectures, group work, practicals | Reports, essays, exams, presentations. |
| | Demonstrate critical reasoning, analysis and synthesis and applying knowledge in practice | Work experience, student led learning, lectures, group work, practicals | Reports, essays, exams, presentations. |
| | Demonstrate ethos of community and civic responsibility; showing an appreciation of diversity and inclusivity | Work experience, student led learning, lectures, group work, practicals | Reports, essays, exams, presentations. |

| 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 Award in Animal Science with Management | | | |
| | **Level 4 COMPULSORY MODULES**: | | | | |
| | Practical Animal Health and Husbandry | 40 | 4 | AM4014 | 01.09.2028 |
| | Animal Anatomy and Physiology | 20 | 4 | AM4001 | 01.09.2028 |
| | Introduction to Genetics and Inheritance | 20 | 4 | AM4013 | 01.09.2028 |
| | Animal Health and Disease | 20 | 4 | AM4002 | 01.09.2028 |
| | **Level 4 OPTIONAL MODULES**: **Choose One** | | | | |
| | Ecological Conservation Skills | 20 | 4 | AM4009 | 01.09.2028 |
| | Exotic Animal Behaviour | 20 | 4 | AM4010 | 01.09.2028 |
| | Canine and Feline Behaviour | 20 | 4 | CF4002 | 01.09.2028 |
| | Equine Behaviour and Welfare | 20 | 4 | EQ4003 | 01.09.2028 |
| | **Sum of credits available at this level** | **120** | | | |

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| | **Qualification/s available upon completion of the modules above** | Certificate of Higher Education in Animal Science with Management | | | |
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| | Module Title | Credits | Level 5 | Module Code | Effective from: |
| | **Level 5 COMPULSORY MODULES**: | | | | |
| | Independent Research Project | 20 | 5 | XC5201 | 01.09.2029 |
| | Principles of Animal Management | 20 | 5 | AM5014 | 01.09.2029 |
| | Animal Welfare and Ethics | 20 | 5 | AM5003 | 01.09.2029 |
| | Animal Nutrition | 20 | 5 | AM5002 | 01.09.2029 |
| | Laboratory Skills | 20 | 5 | AM5011 | 01.09.2029 |
| | **Level 5 OPTIONAL MODULES**: **Choose One** | | | | |
| | Management of Habitats and Protected Areas | 20 | 5 | AM5012 | 01.09.2029 |
| | Principles of Animal Training | 20 | 5 | AM5015 | 01.09.2029 |
| | **Sum of credits available at this level** | **120** | | | |
| | **Qualification/s available upon completion of the modules above** | Foundation Degree (Science) in Animal Science with Management | | | |
| | | | | | |
| | **Module Compensation Exclusions**<br>The following modules are not eligible for compensation within the Extended FdSc Animal Management and Science programme: | Foundation Year 0 Modules: None.<br>Level 4 Modules: None<br>Level 5 Modules: Principles of Animal 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 | Online |
| *Year 0* | *40%* | *10%* | 20% | *20%* | *10%* | *0%* | *0%* | *5%* | *100%* | *0%* |
| *Level 4* | *33%* | *13%* | *20%* | *330%* | *0%* | *75%* | *15%* | *10%* | *100%* | *0%* |
| *Level 5* | *50%* | *12.5%* | *0%* | *31%* | *6.25%* | *70%* | *20%* | *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<br>XC0101<br>40 CREDITS | | PRACTICAL ANIMAL HEALTH AND HUSBANDRY<br>AM4014<br>40 CREDITS | | INDEPENDENT RESEARCH PROJECT<br>XC5201<br>20 CREDITS | |
| INTRODUCTION TO RESEARCH<br>XC0103<br>20 CREDITS | | ANIMAL ANATOMY AND PHYSIOLOGY<br>AM4001<br>20 CREDITS | | PRINCIPLES OF ANIMAL MANAGEMENT<br>AM5014<br>20 CREDITS | |
| INTRODUCTION TO ANIMAL HEALTH<br>XC0102<br>20 CREDITS | PRINCIPLES OF LABORATORY WORK<br>MODULE CODE XC0105<br>20 CREDITS | INTRODUCTION TO GENETICS & INHERITANCE<br>AM4013<br>20 CREDITS | *OPTIONAL CHOOSE 1 | ANIMAL WELFARE AND ETHICS<br>AM5003<br>20 CREDITS | ANIMAL NUTRITION<br>AM5002<br>20 CREDITS |
| FUNDAMENTALS OF BIOLOGICAL SCIENCES<br>XC0104<br>20 CREDITS | | ANIMAL HEALTH AND DISEASE<br>AM4002<br>20 CREDITS | ECOLOGICAL CONSERVATION SKILLS<br>AM4009<br>20 CREDITS | *OPTIONAL CHOOSE 1 | LABORATORY SKILLS<br>AM5011<br>20 CREDITS |
| | | | EXOTIC ANIMAL BEHAVIOUR<br>AM4010<br>20 CREDITS | MANAGEMENT OF HABITATS AND PROTECTED AREAS<br>AM5012<br>20 CREDITS | |
| | | | CANINE AND FELINE BEHAVIOUR<br>CF4002<br>20 CREDITS | PRINCIPLES OF ANIMAL TRAINING<br>AM5015<br>20 CREDITS | |
| | | | EQUINE BEHAVIOUR AND WELFARE<br>EQ4003<br>20 CREDITS | | |

* 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

| Y0 | PROGRAMME OUTCOMES | | MODULES | | | | |
|---|---|---|---|---|---|---|---|
| | | | Introduction to Animal Health | Introduction to Research | Fundamentals of Biological Sciences | Principles of Laboratory Work | Academic and Professional Skills |
| Knowledge and Understanding | | | C | C | C | C | C |
| | 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 | | |
| Cognitive, Intellectual and Thinking | CIT1(4) | Identify and communicate principles and concepts in environmental conservation, recognising competing perspectives. | 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 |
| | 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 |
| | PP2(4) | Undertake performance tasks in the environmental discipline that may be complex and non-routine, engaging in self-reflection | X | | X | X | X |
| | PP3(4) | Work effectively with others and recognise the factors that affect team performance. | | | | X | |
| | PP4(4) | Demonstrate awareness of ethical issues in the environmental conservation, 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 | 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 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 | | | x |
| | E5(4) | Explain the key drivers for business success, the external context and pressures on an organisation | | X | | X | |
| | E6(4) | Demonstrate a creative and innovative approach in professional and academic contexts | X | | | | X |
| | E7(4) | Demonstrate an understanding of community and civic responsibility, diversity and inclusivity | | X | X | | |

| L4 | PROGRAMME OUTCOMES | | MODULES | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Practical Animal Health and Husbandry | Animal Anatomy and Physiology | Introduction to Genetics and Inheritance | Exotic Animal Behaviour | Animal Health and Disease | Ecological Conservation Skills | Equine Behaviour and Welfare | Canine and Feline behaviour |
| Knowledge and Understanding | | | C | C | C | O | C | O | O | O |
| | KU1(4) | Have broad understanding of well-established theories, ideas and terminology associated with the animal science discipline | X | X | X | X | X | X | X | X |
| | KU2(4) | Identify strengths and weaknesses of the theories, ideas and terminology associated with the animal science with management discipline | | X | | X | X | X | X | X |
| Cognitive, Intellectual and Thinking | CIT1(4) | Identify and communicate principles and concepts in animal science, recognising competing perspectives. | X | X | X | X | X | X | X | X |
| | CIT2(4) | Undertake investigative strategies within a limited and defined range of methods. | | X | | X | 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 | 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 | X | X |
| | PP2(4) | Undertake performance tasks in the science discipline that may be complex and non-routine, engaging in self-reflection | X | | 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 animal science 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 | | | | 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 animal science discipline | X | 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 | | |
| | E5(4) | Explain the key drivers for business success in animal science, 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 | | X | | | |

| L5 | PROGRAMME OUTCOMES | | MODULES | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | Independent Research Project | Principles of Animal Management | Animal Welfare and Ethics | Animal Nutrition | Laboratory Skills | Management of Habitats and Protected Areas | Principles of Animal Training |
| Knowledge and Understanding | | | C | C | C | C | C | O | O |
| | KU1(5) | Have detailed knowledge of well-established theories, ideas and terminology associated with the animal science discipline | | X | X | X | X | X | X |
| | KU2(5) | Interpret and explain major aspects of the theories, ideas and terminology associated with the animal science discipline | | X | X | X | X | X | |
| | KU3(5) | Demonstrates an awareness of different ideas, contexts and frameworks within the animal science discipline and recognises those areas where the knowledge base is most/least secure. | | X | X | | | X | X |
| Cognitive, Intellectual and Thinking | CIT1(5) | Analyses, synthesises and summarises principles and concepts, recognising competing perspectives within the animal science discipline | | X | X | | | 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 | | 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 | X | | X | X | |
| | CIT5(5) | Analyses a range of information, comparing alternative methods and techniques. | X | 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 | | X |
| | CIT7(5) | Demonstrate independence, initiative and engagement with the wider learning community | X | X | X | X | X | | |
| Practical and Professional | PP1(5) | Identifies external expectations and adapt own performance accordingly. | X | X | X | | | | |
| | PP2(5) | Undertake complex and non-routine performance tasks. | | X | | | X | | X |
| | PP3(5) | Analyse performance of self, and others, and suggests improvements. | X | X | X | | | | X |
| | PP4(5) | Recognise situations or issues likely to lead to conflict and suggest appropriate actions to minimise these. | X | | X | | | | |
| | PP5(5) | Recognise ethical challenges associated with the animal science discipline, personal responsibility and professional codes of conduct. | 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 | X | | | | X |
| | E2(5) | Interact effectively within a team, giving and receiving information and ideas and modifying responses where appropriate. | | X | X | | | 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 | X | | | 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 animal science sector | | X | | | | | |
| | E6(5) | Demonstrate an innovative approach and creativity, generating ideas that maximise opportunities | | | | X | X | X | |
| | E7(5) | Demonstrate critical reasoning, analysis and synthesis and applying knowledge in practice | X | X | | X | X | X | X |
| | E8(5) | Demonstrate ethos of community and civic responsibility; showing an appreciation of diversity and inclusivity | | X | | | X | | |

# SUSTAINABLE EDUCATION MAPPING

| | Introduction to Animal Health | Introduction to Research | Fundamentals of Lab work | Principles of Biological Sciences | Academic and Professional Skills | Practical Animal Health and Husbandry | Animal Anatomy and Physiology | Introduction to Genetics and Inheritance | Animal Health and Disease | Ecological Conservation Skills | Canine and Feline Behaviour | Equine Behaviour and Welfare | Exotic Animal Behaviour | Independent research Project | Principles of Animal Management | Animal Welfare and Ethics | Animal Nutrition | Laboratory Skills | Management of Habitats and Protected Areas | Principles of Animal Training |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| No Poverty | X | | | | | | | | | | X | | | | | | | | X | |
| Zero Hunger | X | | | | | | | | | | X | | | | | | | | X | |
| Good Health and Wellbeing | X | | | | | | | X | X | | X | X | X | | | | X | | X | X |
| Quality Education | | | X | | | X | | | | | X | | | X | | | | X | | |
| Gender Equality | | | | | | 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 | | | | | | | |
| Reduced Inequalities | | | | | | X | | | | | | | | | | | | | | |
| Sustainable Cities and Communities | | | | | | | | | | | | | | | | | | | X | |
| Responsible Consumption and Production | | | X | | X | X | | | | | | | | | | | | | X | |
| Climate Action | | X | | X | | X | | | | | | | | | | | | | X | |
| Life below Water | | | | | | | | | | X | | | X | | | | | | X | |
| Life on Land | | | | | | X | X | | | X | | | X | | | | | | X | X |
| Peace Justice and Strong Institutions | | | | | | X | | | | | | | | | | X | | | | |
| Partnership for the Goals | | 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 a BSc (Hons) Top-up programme upon successful completion of the Extended FdSc. For admission to a Top Up programme students would normally be expected to have successfully completed their FdSc 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 Animal Science with Management**

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

**Certificate of Higher Education in Animal Science with Management**

- To qualify for the interim award of **Certificate of Higher Education in Animal Science with Management** 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 FdSc Animal Science with Management 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 *Principles of Animal 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, 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. 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: |