University Centre
ASKHAM BRYAN YORK

# Programme Specification

A programme specification is maintained for all undergraduate and postgraduate taught programmes of the University Centre Askham Bryan

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| 1 | KEY INFORMATION | |
| 2 | Awarding Body | Askham Bryan College |
| 3 | Programme Title | Extended Foundation Degree Canine and Feline Behaviour and Training |
| 4 | Programme code/s | DFECFF |
| 5 | Award Level | Foundation Degree in Science |
| 6 | HECoS code | 100522 |
| 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. Students intending to top-up to a BSc/BSc Honours programme should discuss their elective choice with their Course Manager.<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 | 3 Years Full Time/ 6 Years Part Time |
| 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 four 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 and Programme Context | Developing Industry transferable skills in both canine and feline training and behaviour<br>With dog and cat popularity continuing to grow the Canine and Feline behaviour and training sector offers a wider variety of job opportunities on completion of this degree.<br><br>The Canine and Feline Behaviour and Training extended degree offers students a unique experience to gain both a high level of knowledge and industry transferable practical skills. This is achieved through studying a range of theoretical modules including Animal training, welfare and Human – Animal bond supported by high level of onsite practical work with our resident dogs and cats where students are able to gain experience in handling a wide variety of ages, personalities, breed types and behaviour issues.<br><br>This degree has specifically been designed to assist those wishing to progress in to feline and canine welfare or canine training and behaviour roles. The FdSc also give students an excellent foundation for those wishing to develop their clinical |

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| | | behaviour knowledge on BSc (top up) canine and feline behaviour and welfare program. |
| 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 their developing vocational needs.<br>2. To develop each student's intellectual powers, their understanding and judgement, their ability to see relationships within taught material 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 FdSc Canine and Feline Behaviour and Training award aims to provide the following:<br>1. To develop each student's ability to apply detailed scientific knowledge to the management of canines and felines.<br>2. To equip students with an understanding of business concepts relating to the canine and feline industry.<br>3. To develop in students the ability to identify, analyse and solve a range of commonly encountered problems when managing canines and felines and where appropriate, indicate solutions that apply to industrial practice.<br>4. To develop students' practical skills in training, behaviour, and management of canines and felines.<br>5. To develop the students' ability to identify and evaluate external factors and their influence on the development of canine and feline industries. |

## REFERENCE POINTS AND HOW THESE HAVE INFORMED THE PROGRAMME

| | | |
|---|---|---|
| 15.1 | QAA subject benchmark statements | Biosciences (2019)<br>Business and Management (2019) |
| 15.2 | QAA Frameworks for Higher Education Qualifications | The Frameworks for HE Qualifications of UK Degree-Awarding Bodies<br>Foundation Degree Characteristic Statement |
| 15.3 | Requirements of any Professional, Statutory and Regulatory Bodies (PSRB) | N/A |
| 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 (class) and those with protected characteristics according to the Equality Act 2010 (age, disability, gender reassignment, marriage/civil partnership, race, religion or belief, sex, sexual orientation).<br><br>All programmes therefore seek to promote equality of opportunity through ensuring they pose no barriers to applications, access or progression for any student who meets the admissions criteria.<br><br>The extended degree programme is designed to allow access to higher education for those who have no formal qualifications past GCSE. The programme ensures equality of opportunity through ensuring no barriers are posed to applications, access or progression for any protected group. |
| 17 | Link to The Digital Vision | 100% face to face delivery with use of digital technology to support learning such as videos, webinars, recorded lectures and Nearpod. |
| 18 | Regulatory exemptions | N/A |
| 19 | Are students subject to Fitness to Practise Regulations? | No |

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| 20 | PROGRAMME OUTCOMES | | |
| | Knowledge and Understanding | | |
| | Students are expected to have **knowledge and understanding of:** | 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 |
| | Analyses a range of information, comparing alternative methods and techniques | Lectures, seminars, group work, student led learning, practicals | Essays, presentations, practicals and reports |

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| | 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 | Work placement, essays, presentations |
| | Undertakes complex and non-routine performance tasks | Work experience, student led learning, lectures, group work, practicals | Work placement, essays, presentations |
| | Analyses performance of self, and others, and suggests improvements | Work experience, student led learning, lectures, group work, practicals | Work placement, essays, presentations |
| | 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 | Work placement, essays, presentations |
| | Recognise ethical challenges associated with the discipline, personal responsibility and professional codes of conduct. | Work experience, student led learning, lectures, group work, practicals | Work placement, essays, 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 | Work placement, essays, 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 | Work placement, essays, presentations |
| | 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 | Work experience, student led learning, lectures, group work, practicals |
| | 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 | Work experience, student led learning, lectures, group work, practicals |

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| | 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 experience, student led learning, lectures, group work, practicals |
| | 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 | Work experience, student led learning, lectures, group work, practicals |
| | Demonstrate an innovative approach and creativity, generating ideas that maximise opportunities | Work experience, student led learning, lectures, group work, practicals | Work experience, student led learning, lectures, group work, practicals |
| | Demonstrate critical reasoning, analysis and synthesis and applying knowledge in practice | Work experience, student led learning, lectures, group work, practicals | Work experience, student led learning, lectures, group work, practicals |
| | Demonstrate ethos of community and civic responsibility; showing an appreciation of diversity and inclusivity | Work experience, student led learning, lectures, group work, practicals | Work experience, student led learning, lectures, group work, practicals |

| 21 | PROGRAMME REQUIREMENTS | | | | |
|---|---|---|---|---|---|
| | Module Title | Credits | Level | Module Code | Effective from: |
| | **Y0 MODULES** | | | | |
| | Introduction to Animal Health | 20 | Y0 | XC0102 | 01/09/2022 |
| | Fundamentals of Biological Sciences | 20 | Y0 | XC0104 | 01/09/2022 |
| | Principles of Laboratory Work | 20 | Y0 | XC0105 | 01/09/2022 |
| | Introduction to Research | 20 | Y0 | XC0103 | 01/09/2022 |
| | Academic and Professional Skills | 40 | Y0 | XC0101 | 01/09/2022 |
| | **Level 4 COMPULSORY MODULES**: | | | | |
| | Applied Health and Husbandry | 20 | 4 | CF4001 | 01/09/2022 |
| | Canine and Feline Behaviour | 20 | 4 | CF4002 | 01/09/2022 |
| | Canine and Feline Welfare | 20 | 4 | CF4003 | 01/09/2022 |
| | Human and Animal Cognition | 20 | 4 | CF4004 | 01/09/2022 |
| | Biological Basis of Behaviour | 20 | 4 | CF4005 | 01/09/2022 |
| | Academic Writing and Research | 20 | 4 | XC4201 | 01/09/2022 |
| | | | | | |
| | Sum of credits available at this level | 120 | | | |
| | **Qualification/s available upon completion of the modules above** | Certificate in Higher Education in Canine and Feline Studies | | | |

| | Module Title | Credits | Level 5 | Module Code | Effective from: |
|---|---|---|---|---|---|
| | **Level 5 COMPULSORY MODULES**: | | | | |
| | Theory of Animal Training | 20 | 5 | CF5001 | 01/09/2022 |
| | Applied Animal Training | 20 | 5 | CF5002 | 01/09/2022 |
| | Dog School Instructing | 20 | 5 | CF5003 | 01/09/2022 |
| | Problem Behaviour Management | 20 | 5 | CF5004 | 01/09/2022 |
| | Human – Animal Bond | 20 | 5 | CF5005 | 01/09/2022 |
| | Independent Research Project | 20 | 5 | XC5201 | 01/09/2022 |
| | **Level 5 OPTIONAL MODULES**: Should there be any rules which dictate the choice of optional modules, please provide details. **Not Applicable.** | | | | |
| | Sum of credits available at this level | 120 | | | |
| | **Qualification/s available upon completion of the modules above** | FdSc in Canine and Feline Behaviour and Training | | | |
| | | | | | |
| | **Module Compensation Exclusions**<br>The following modules are not eligible for compensation within the FdSc Canine and Feline Behaviour and Training programme: | Part One Modules - None<br>Part Two Modules - None<br>Part Three Modules - Dog School Instructing | | | |

| 22 | | | LEARNING, TEACHING AND ASSESSMENT DATA for programme factsheet **(N.B Undergraduate programmes only)** | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Assessment Method (% split) | | | | | | Learning and Teaching (% split) | | | Delivery Method (% split) | | |
| | Programme year | Coursework | Practical | TCA's | Oral/ Presentation | Other | Scheduled | Independent | Placement | Face to Face | Online | |
| | *1st year* | *85%* | *5%* | 5% | *5%* | | *30%* | *65%* | *5%* | *100%* | *0* | |
| | *2nd year* | *36%* | *27%* | *9%* | *18%* | | *26%* | *66%* | *12%* | *90%* | *10%* | |
| | *3rd year* | *60%* | *30%* | *0%* | *10%* | 5% | *22%* | *66%* | *12%* | *70%* | *30%* | |

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# PROGRAMME STRUCTURE

## September 2025 Entry Cohort

| Year 1 | | Year 2 | | Year 3 | |
|---|---|---|---|---|---|
| SEMESTER 1 | SEMESTER 2 | SEMESTER 1 | SEMESTER 2 | SEMESTER 1 | SEMESTER 2 |
| ACADEMIC AND PROFESSIONAL SKILLS<br>XC0101<br>40 CREDITS | | ACADEMIC WRITING AND RESEARCH<br>XC4201<br>20 CREDITS | | DOG SCHOOL INSTRUCTING<br>CF5003<br>20 CREDITS | |
| INTRODUCTION TO RESEARCH<br>XC0103<br>20 CREDITS | | BIOLOGICAL BASICS FOR BEHAVIOUR<br>CF4005<br>20 CREDITS | | INDEPENDENT RESEARCH PROJECT<br>XC5201<br>20 CREDITS | |
| INTRODUCTION TO ANIMAL HEALTH<br>XC0102<br>20 CREDITS | PRINCIPLES OF LABORATORY WORK<br>XC0105<br>20 CREDITS | APPLIED HEALTH AND HUSBANDRY<br>CF4001<br>20 CREDITS | CANINE AND FELINE BEHAVIOUR<br>CF4002<br>20 CREDITS | THEORY OF ANIMAL TRAINING<br>CF5001<br>20 CREDITS | HUMAN ANIMAL BOND<br>CF5005<br>20 CREDITS |
| FUNDAMENTALS OF BIOLOGICAL SCIENCES<br>XC0104<br>20 CREDITS | | CANINE AND FELINE WELFARE<br>CF4003<br>20 CREDITS | HUMAN AND ANIMAL COGNITION<br>CF4004<br>20 CREDITS | APPLIED ANIMAL TRAINING<br>CF5002<br>20 CREDITS | PROBLEM BEHAVIOUR MANAGEMENT<br>CF5004<br>20 CREDITS |

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# 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 |
| | | | 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 | |
| | 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 |
| | 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 | | 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 | |
| | 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 |
| | PP2(4) | Undertake performance tasks in the environmental discipline that may be complex and non-routine, engaging in self reflection | | | | X | 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 | | |
| 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 |
| | 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 |
| | 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 | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Canine and Feline Behaviour | Biological Basis of behaviour | Academic Writing and Research | Canine and Feline Welfare | Human and Animal Cognition | Applied Health and husbandry |
| | | | C | C | C | C | C | C |
| Knowledge and Understanding | KU1(4) | Have broad understanding of well-established theories, ideas and terminology associated with the discipline | X | X | x | X | x | X |
| | KU2(4) | Identify strengths and weaknesses of the theories, ideas and terminology associated with the discipline | X | X | | X | x | |
| Cognitive, Intellectual and Thinking | CIT1(4) | Identify and communicate principles and concepts, recognising competing perspectives. | 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 | |
| | 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 | 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 | x | X | | | |
| | PP2(4) | Undertake performance tasks 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 |
| | PP4(4) | Demonstrate awareness of ethical issues and is able to discuss these in relation to personal beliefs and values. | | 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 |
| | 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 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 |
| | 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 | | x |

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| L5 | PROGRAMME OUTCOMES | | MODULES | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Theory of Animal Training | Applied Animal Training | Human-animal Bond | Independent Research project | Dog school instructing | Problem Behaviour Management |
| Knowledge and Understanding | | | C | C | C | C | C | C |
| | KU1(5) | Have detailed knowledge of well-established theories, ideas and terminology associated with the discipline | X | x | X | | x | X |
| | KU2(5) | Interpret and explain major aspects of the theories, ideas and terminology associated with the discipline | X | x | X | | | X |
| | KU3(5) | Demonstrates an awareness of different ideas, contexts and frameworks and recognises those areas where the knowledge base is most/least secure. | X | | | X | | |
| Cognitive, Intellectual and Thinking | CIT1(5) | Analyses, synthesises and summarises principles and concepts, recognising competing perspectives. | | | 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 | | |
| | CIT3(5) | Uses appropriate theoretical models to judge the significance of the data collected, recognising the limitations of the enquiry. | | | | X | | |
| | CIT4(5) | Collects and synthesises information to inform a choice of solutions to problems in unfamiliar contexts. | | | x | X | | X |
| | CIT5(5) | Analyses a range of information, comparing alternative methods and techniques. | X | | x | X | | |
| | CIT6(5) | Selects appropriate techniques/criteria for evaluation and discriminates between the relative relevance and significance of data/evidence collected. | | | | 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 adapts own performance accordingly. | X | X | | | x | |
| | PP2(5) | Undertakes complex and non-routine performance tasks. | X | X | | | x | |
| | PP3(5) | Analyses 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 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 | |
| | E3(5) | Use advanced literacy, numeracy, information and digital technologies to demonstrate competency associated with the discipline and audiences | | X | x | X | | |
| | E4(5) | Adapts interpersonal and communication skills to a range of situations, audiences and degrees of complexity | | | | X | x | X |
| | E5(5) | Demonstrate an understanding of the key drivers for business success, the external context and pressures on an organisation | | | X | | x | |
| | E6(5) | Demonstrate an innovative approach and creativity, generating ideas that maximise opportunities | | | X | X | | |
| | E7(5) | Demonstrate critical reasoning, analysis and synthesis and applying knowledge in practice | X | X | X | X | x | |
| | E8(4) | Demonstrate ethos of community and civic responsibility; showing an appreciation of diversity and inclusivity | | | X | | | x |

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# Sustainable Education Mapping

| Education for Sustainable Development | Intro to Animal Health | Intro to Research | Fundamentals of Lab work | Principles of Biological Sciences | Academic and Professional Skills | Academic Writing and Research | Biological Basis of Behaviour | Applied Health and Husbandry | Canine and Feline Welfare | Human and Animal Cognition | Independent Research Project | Dog School Instructing | Applied Training | Theory of Training | Human- Animal Bond | Problem Behaviour Management |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| No Poverty | X | | | | | | | | x | | | | | | | |
| Zero Hunger | X | | | | | | | | x | | | | | | | |
| Good Health and Wellbeing | X | | | | | | | | x | | | | | | X | X |
| Quality Education | | | X | | | | | | x | | | | | | X | |
| Gender Equality | | | | | | | | | | | | | | | | |
| Clean Water and Sanitation | X | | | | | | | | | | | | | | | |
| Affordable and Clean Energy | | | | | | | | | | | | | | | | |
| Decent Work and Economic Growth | | | | | X | | | | | | | | | | X | |
| Industry Innovation and Infrastructure | | | X | | | | | | | | | | | | | |
| Reduced Inequalities | | | | | | | | | | | | | | | | |
| Sustainable Cities and Communities | | | | | | | | | | | | | | | | |
| Responsible Consumption and Production | | | X | | X | | | | | | | | | | X | |
| Climate Action | | X | | X | | | | | | | | | | | X | |
| Life below Water | | | | | | | | | | | | | | | | |
| Life on Land | | | | | | | | | | | | | | | x | |
| Peace Justice and Strong Institutions | | | | | | | | | | | | | | | | |
| Partnerships for the Goals | | X | | | X | | | | | | | | | | | |

# ENTRANCE AND PROGRESSION

## ENTRANCE REQUIREMENTS

### Extended Foundation Degree Canine and Feline Behaviour and Training

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 Level 2 Diploma.

UK based students may be invited to attend an interview at Askham Bryan College and places will be subject to a satisfactory reference and may also require satisfactory completion of an assessment.

Equivalent qualifications may be considered.

Applications will be welcomed via one of the formalised pathways outlined in signed progression accords with other institutions.

Applications from mature students are welcomed. Applicants will be assessed on individual experience.

### Foundation Degree Canine and Feline Behaviour and Training

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 Level 2 Diploma

In addition, for admission onto FdSc 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 FdSc would be in the range of 64 points. UK based students may be invited to attend an interview at Askham Bryan College and places will be subject to a satisfactory reference and may also require satisfactory completion of an assessment.

Equivalent qualifications may be considered.

Applications from mature students are welcomed. Applicants will be assessed on individual experience.

### Progression

To proceed to Part 2 (Level 4) of the Extended Foundation Degree Programme, students must have acquired at least 120 credits, after reassessment.
To proceed to Part 3 (Level 5) of the Foundation Degree course, students must have acquired 240 credits (120 credits at Level 3 and 120 at Level 4) after reassessment.

Students may progress to the BSc (Hons/Ord) Canine and Feline Behaviour and Welfare following successful completion of the FdSc Canine and Feline Behaviour and Training. For admission to the BSc (Hons) Canine and Feline Behaviour and Welfare, students would normally be expected to have successfully completed their FdSc Canine and Feline Behaviour and Training with a minimum of mean grade of 55% in their final year and have a reference from their Course Manager in support of their suitability for top up study.

**Transfer**

Students transferring to the second year 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.

**Entry with Advanced Standing**

There is a 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.

Interim awards which qualify for a lower level of advanced standing, including Askham Bryan College awards, into this programme are listed below:

- Holders of a matching Certificate of Higher Education/HNC/FdSc may apply to be admitted to part two of this programme, subject to satisfaction of the admitting Course Manager of their suitability for study on the programme. Students would normally have to achieve the minimum credit requirements for the award specified.

The course structure diagram(s) identify the specific study programme(s) for candidates entering with advanced standing.

# AWARDS

The requirements for interim awards associated with final awards are as follows:

**Askham Bryan College Award in Canine and Feline Studies**
**Certificate of Higher Education in Canine and Feline Studies**

To qualify for the interim award of **Askham Bryan College Award in** Canine and Feline Studies students are required to achieve the Year 0 outcomes as stated in programme outcomes above.

To qualify for the interim award of **Certificate of Higher Education in Canine and Feline Studies**, students are required to achieve the Level 4 outcomes as stated in programme outcomes above.

Students will have obtained a minimum of 120 credits for award of Certificate of Higher Education

**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 – 7, 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. in

The minimum credit requirements needed to progress to interim and final awards are

Award Certificate in Higher Education 120 Credits
Award Foundation Degree 240 Credits

**PROFESSIONAL ACCREDITATION ARRANGEMENTS**

There are no professional accreditation arrangements for the FdSc Canine and Feline Behaviour and Training programme.

# COURSE DESIGN, LEARNING, TEACHING AND ASSESSMENT METHODS

**Curriculum design**

The early stages of the course involve study of current principles which not only provide the tools for critical analysis of existing practices but also ensure that students have an appropriate background for the work experience period. The work experience period is considered to be a key element of the Askham Bryan College curriculum as the principles learned in the early stages of the course and the experience acquired in the placement period are applied to the solution of real and complex problems in the final stages. Students will normally undertake a work placement alongside full time study, Students are required to undertake 350 hours of work placement over the duration of the course. Although the placement can start in the first year of the Extended FdSc, hours will be accredited to the level 5 Dog School Instructing module.

The curriculum has been designed to be relevant and stimulating to meet the needs of both students and employers in the industry. Technical Advisory Groups, student focus groups and course team reports have been consulted during review and revision of the existing curriculum.

**Learning and teaching methods**

Teaching and learning methods used to deliver this curriculum are designed to provide experience, and, through reflection upon it, develop concepts which can then be explored through testing and experimentation. Methods vary according to the nature of each module's subject matter but include a wide diversity from more formal lectures to student centred activities including assignments, seminars, field trips, guest lectures and case studies. Practical skills will be developed during sessions in the animal unit, on field trips and in laboratories.

All students carry out an element of research in the final year. The curriculum is delivered in such a way that there is a reducing reliance on tutor-directed study as students progress through their programme. Students will be supported with their study via the college's VLE, which will prepare them for the autonomy expected of HE students and for Continuing Professional Development studies, post-graduation.

**Transferable skills**

Modules are designed to develop the skills required to succeed on college courses, to obtain employment, to manage careers and to develop the scholarship required in a learning society. The programme includes activities to develop core skills of communication, numeracy, IT and personal development planning. Industry placement periods (normally 350 hours across the three years) help to develop the skills and attributes required in the world of work. Higher level modules are designed to develop teamwork, independent learning, problem solving and research.

**Assessment**

Assessment is considered an important part of the learning process. Typically, modules are assessed by two pieces of assessment, although this may vary. The first will normally provide formative in-course feedback and the second normally provides a summative end-of module assessment; each contributing 50% to the weighted mean module work unless otherwise stated. Unless otherwise specified in module descriptors the overall mark is derived from a weighted mean, with no threshold requirement in any assessment component. Formative assessment methods are diverse and include literature review-based essays, problem based assignments, oral presentations, business written reports, individual and team scenario exercises, experimental work and placement assignments. Time constrained assessment includes closed and open book assessment, with both seen and unseen questions and tasks set.

A range of subject specific assessment methodologies will be included to develop practical and technical skills. These will include professional discussion, peer observation, case studies and practical assessments.

To introduce Level 4 students to HE assessment processes, some semester 1 modules have early assessment submissions with Pre-Christmas feedback. Modules with exams that are running in the first semester have a late exam at the end of Semester 1.

| DOCUMENT MANAGEMENT To be completed by UCAB Academic Services. | | | |
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| | Date completed/revised | | |
| | Approval Dates | HE Academic Board | Date: 12 August 2022 |
| | Revision Approval Dates | HE Academic Board | Date: 23 April 2024 |
| | Revision Approval Dates | HE Academic Board | Date: 15 May 2024 |
| | Approval Sign Off | Head of Quality:  | Date: 12 August 2022 |
| | Revision Approval Sign Off | Head of Quality:  | Date: 31 August 2023 |
| | Revision Approval Sign Off | Head of Quality:  | Date: 23 April 2024 |
| | Revision Approval Sign Off | Head of Quality:  | Date: 15 May 2024 |