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

Contents

KEY INFORMATION....2
REFERENCE POINTS AND HOW THESE HAVE INFORMED THE PROGRAMME.4
PROGRAMME OUTCOMES....5
LEARNING, TEACHING AND ASSESSMENT DATA....9
PROGRAMME OUTCOME MAPPING....11
SUSTAINABLE EDUCATION MAPPING....13
ENTRANCE AND PROGRESSION....14
AWARDS....16
COURSE DESIGN, LEARNING, TEACHING AND ASSESSMENT METHODS....17
DOCUMENT MANAGEMENT....19

1	KEY INFORMATION	
2	Awarding Body	Askham Bryan College
3	Programme Title	Foundation Degree in Canine and Feline Behaviour and Training
4	Programme code/s	DFCFBF
5	Award Level	Foundation Degree in Science
6	HECoS code	100522
7	Mode(s) of study	Full Time/ 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. 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	2 Years Full Time/4 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 three years and four years respectively.
11	Where will the teaching take place?	Askham Bryan College (York)
12	Professional, Statutory and Regulatory Bodies (PSRB) Accredited	None
13	USP & Programme Context	Developing Industry transferable skills in both canine and feline training and behaviour With both dog and cat popularity continuing to grow the canine and feline behaviour and training sector offers a wider variety of job opportunities and progression on completion of this degree. The Canine and Feline Behaviour and Training 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 Training and Learning theory, Welfare and Applied Health and Husbandry supported by onsite practical work with our resident dogs and cats where students gain experience in handling and training a wide variety of ages, breed types and behaviour issues.

		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 behaviour knowledge on BSc (Hons) (top up) Canine and Feline Behaviour and Welfare program.
14	Aims of the programme	**GENERIC AIMS** All FdSc awards aim to provide the following: 1. To develop in each student subject knowledge and understanding appropriate to individual interests and their developing vocational needs. 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. 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. 4. To develop those skills of professional scholarship required for career management, lifelong learning and innovation. 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. 6. To provide a lively, stimulating and challenging educational experience. **AWARD-SPECIFIC AIMS** The FdSc Canine and Feline Behaviour and Training award aims to provide the following: 1. To develop each student's ability to apply detailed scientific knowledge to the management of canines and felines. 2. To equip students with an understanding of business concepts relating to the canine and feline industry. 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. 4. To develop students' practical skills in training, behaviour, and management of canines and felines. 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) Business and Management (2019)
15.2	QAA Frameworks for Higher Education Qualifications	The Frameworks for HE Qualifications of UK Degree-Awarding Bodies 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). This programme therefore seeks to promote equality of opportunity through ensuring it poses no barriers to applications, access or progression for any student who meets 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 the same 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. All student will have the same opportunity to access the online facilities and recourses. Those with additional needs or support requirements will be provided reasonable adjustments and guidance to assist in their success.
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	None
19	Are students subject to Fitness to Practise Regulations?	No

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,**	**as part of completing the qualification of,**
	Have detailed knowledge of well-established theories, ideas and terminology associated with the discipline	Lectures, seminars, group work, student led learning, peer discussions	Projects, literature review, TCA	Foundation Degree (Science)
	Interpret and explain major aspects of the theories, ideas and terminology associated with the discipline	seminars, group work, peer discussions, practicals	Reports, essays, practicals, presentations	Foundation Degree (Science)
	Demonstrates an awareness of different ideas, contexts and frameworks and recognises those areas where the knowledge base is most/least secure.	Lectures, seminars, group work	Roleplays, essays, literature reviews, presentations	Foundation Degree (Science)
	Analyses, synthesises and summarises principles and concepts, recognising competing perspectives.	Lectures, seminars, group work, peer discussions	Projects, essay and literature reviews	Foundation Degree (Science)
	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,	Foundation Degree (Science)
	Undertakes research to provide new information and/or explores new or existing data to identify patterns and relationships.	seminars, group work, student led learning, peer discussions	Reports, projects,	Foundation Degree (Science)
	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, peer discussions	Reports, project	Foundation Degree (Science)

	Collects and synthesises information to inform a choice of solutions to problems in unfamiliar contexts.	Lectures, seminars, group work, student led learning, peer discussions, practical's	Reports, essays, roleplays practical's, presentations	Foundation Degree (Science)
	Analyses a range of information, comparing alternative methods and techniques.	Lectures, seminars, group work, student led learning, peer discussions	Reports, essays, project, practical's, presentations	Foundation Degree (Science)
	Selects appropriate techniques/criteria for evaluation and discriminates between the relative relevance and significance of data/evidence collected.	Lectures, seminars, group work, student led learning,	Reports, essays, project practical's, presentations	Foundation Degree (Science)
	Demonstrate independence, initiative and engagement with the wider learning community	Seminars, student led learning, peer discussions, practical sessions	practical's, presentations	Foundation Degree (Science)
	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**	**as part of completing the qualification of,**
	Identifies external expectations and adapts own performance accordingly.	Tutorials, group work, student led learning, practicals and roleplays	Practical's, roleplay	Foundation Degree (Science)
	Undertakes complex and non-routine performance tasks.	Work placement, practical's	Skills audit, practical's, roleplays, placement	Foundation Degree (Science)
	Analyses performance of self, and others, and suggests improvements.	group work, student led learning, peer discussions, practical's, workshops	Roleplays, practical's, presentations, skills audit	Foundation Degree (Science)
	Recognise situations or issues likely to lead to conflict and suggest appropriate actions to minimise these.	seminars, group work, practical's, peer discussions	practical's, presentations	Foundation Degree (Science)
	Recognise ethical challenges associated with the discipline, personal responsibility and professional codes of conduct.	Lectures, seminars student led learning, peer discussions, practical's	Reports, essays, exams, practical's, presentations	Foundation Degree (Science)

	Proactively plan and manage time effectively and accept responsibility to improve own academic and practical performance based on feedback/reflective learning	Tutorials, work placement	Skills audit	Foundation Degree (Science)
	Interact effectively within a team, giving and receiving information and ideas and modifying responses where appropriate.	seminars, group work, peer discussions, practical's	Essays, practical's, presentations, roleplay	Foundation Degree (Science)
	Use advanced literacy, numeracy, information and digital technologies to demonstrate competency associated with the discipline and audiences	Lectures, seminars, workshops	Reports, projects, essays, presentations	Foundation Degree (Science)
	Adapts interpersonal and communication skills to a range of situations, audiences and degrees of complexity	Practical's, roleplays, workshops, peer discussions	Practical's, presentations, Roleplays, skills audit	Foundation Degree (Science)
	Demonstrate an understanding of the key drivers for business success, the external context and pressures on an organisation	Workshops, seminars, group work	Reports, Presentations	Foundation Degree (Science)
	Demonstrate an innovative approach and creativity, generating ideas that maximise opportunities	Seminars, group work, peer discussions, practical's	Reports, practical's, presentations	Foundation Degree (Science)
	Demonstrate critical reasoning, analysis and synthesis and applying knowledge in practice	Practical's, role plays, workshops	Practical's, role plays, skills audits	Foundation Degree (Science)
	Demonstrate ethos of community and civic responsibility; showing an appreciation of diversity and inclusivity	Seminars, group work, peer discussions, Practicals, work-based learning.	Work placement log, skills audit, presentations, roleplays and practical's	Foundation Degree (Science)

21	PROGRAMME REQUIREMENTS				
	Module Title	Credits	Level	Module Code	Effective from:
	Level 4 COMPULSORY MODULES:				
	Applied Health and Husbandry	20	L4	CF4001	01/09/2022
	Canine and Feline Behaviour	20	L4	CF4002	01/09/2022
	Canine and Feline Welfare	20	L4	CF4003	01/09/2022
	Human and Animal Cognition	20	L4	CF4004	01/09/2022
	Biological Basis of Behaviour	20	L4	CF4005	01/09/2022
	Academic Writing and Research	20	L4	XC4201	01/09/2022
	Sum of credits available at this level	120			
	Qualification/s available upon completion of the modules above	Certificate of Higher Education in Canine and Feline Studies			
	Module Title	Credits	Level	Module Code	Effective from:
	Level 5 COMPULSORY MODULES:				
	Theory of Animal Training	20	L5	CF5001	01/09/2023
	Applied Animal Training	20	L5	CF5002	01/09/2023
	Dog School Instructing	20	L5	CF5003	01/09/2023
	Problem Behaviour Management	20	L5	CF5004	01/09/2023
	Human – Animal Bond	20	L5	CF5005	01/09/2023
	Independent Research Project	20	L5	XC5201	01/09/2023
	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	Part One Modules – None Part Two 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/ industry related assessments	TCA's	Oral	Other	Scheduled	Independent	Placement	Face to Face	Online
	1st year	*45%*	*36%*	*1%*	*18%*		*26%*	*66%*	*12%*	*90%*	*10%*
	2nd year	*40%*	*50%*	*0%*	*10%*		*22%*	*66%*	*12%*	*70%*	*30%*

University Centre
ASKHAM BRYAN YORK

PROGRAMME STRUCTURE		September 2025 Entry Cohort	
Year 1		Year 2	
SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
ACADEMIC WRITING AND RESEARCH XC4201 20 CREDITS		DOG SCHOOL INSTRUCTING CF5003 20 CREDITS	
BIOLOGICAL BASICS FOR BEHAVIOUR CF4005 20 CREDITS		INDEPENDENT RESEARCH PROJECT XC5201 20 CREDITS	
APPLIED HEALTH AND HUSBANDRY CF4001 20 CREDITS	CANINE AND FELINE BEHAVIOUR CF4002 20 CREDITS	THEORY OF ANIMAL TRAINING CF5001 20 CREDITS	HUMAN ANIMAL BOND CF5005 20 CREDITS
CANINE AND FELINE WELFARE CF4003 20 CREDITS	HUMAN AND ANIMAL COGNITION CF4004 20 CREDITS	APPLIED ANIMAL TRAINING CF5002 20 CREDITS	PROBLEM BEHAVIOUR MANAGEMENT CF5004 20CREDITS

University Centre
ASKHAM BRYAN YORK

PROGRAMME OUTCOME MAPPING

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
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

University Centre
ASKHAM BRYAN YORK

L5	PROGRAMME OUTCOMES		MODULES					
			Theory of Animal Training	Applied Animal Training	Human-Animal Bond	Independent Research Project	Dog School instructing	Problem Behaviour Management
			C	C	C	C	C	C
Knowledge and Understanding	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

University Centre
ASKHAM BRYAN YORK

Sustainable Education Mapping

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

ENTRANCE AND PROGRESSION

ENTRANCE REQUIREMENTS

For admission to all courses, students must have achieved passes (Grade 4 or above, or equivalence) in a minimum of five GCSE subjects including English, Mathematics and Science or have passed a 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 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.

Progression

Students progressing to the second year must have satisfied the requirements for progression in line with Askham Bryan College academic regulations.

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

The maximum credit that can normally be advanced for students wishing to enter with advanced standing from an Askham Bryan College award, or an award from another institution. Askham Bryan College awards which qualify for the maximum volume of advanced standing into this programme are listed as follows:

- Entry with Accreditation of Prior Learning (APL)/ Accreditation of Prior Experiential Learning (APEL) will be accepted in accordance with the Askham Bryan College academic regulations. No more than ⅔ credit for the award may be derived from

- APL. Within this limit, no more than half of the total credit value of the award may be derived from APEL.

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:

Certificate of Higher Education in Canine and Feline Studies

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 are required to undertake 300 hours of work placement over the two-year duration of the course. Although the placement can start at level 4, 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, Moodle, 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 150 hours across the two 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 the UCAB Academic Services			
	Date completed/revised		
	Approval Dates	HE Academic Board	Date: 12 August 2022
	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: 15 May 2024