Programme Specification

Contents

KEY INFORMATION 2
REFERENCE POINTS WHICH HAVE INFORMED THE PROGRAMME 3
PROGRAMME OUTCOMES 5
PROGRAMME REQUIREMENTS 8
LEARNING, TEACHING AND ASSESSMENT DATA 9
PROGRAMME OUTCOME MAPPING 11
SUSTAINABLE EDUATION MAPPING 13
ENTRY AND PROGRESSION 14
AWARDS 15
COURSE DESIGN, LEARNING, TEACHING AND ASSESSMENT METHODS 16

1	**KEY INFORMATION**	
2	Awarding Body	Askham Bryan College
3	Programme Title	Management of Animal Collections with Conservation
4	Programme code/s	L5D328Y
5	Award Level	Foundation Degree in Science
6	6a) HECoS Code	100518 (Animal Management) 80% 100522 (Animal Behaviour) 20%
	6b) UCAS Code	D328
7	Mode(s) of study	Full Time or Part Time
8	Credits Studied each Year	Full-time students will normally study at least 120 credits (equivalent to 1200 study hours) per year from a combination of core (compulsory) and elective modules. The part-time programme will be completed in 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 two years The part-time programme will be completed in four 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 four years and six years respectively.
11	Where will the teaching take place?	Askham Bryan College (York)
12	Professional, Statutory and Regulatory Bodies (PSRB) Accredited	None
13	USP & Programme Context	This course examines all of the core areas of working in the zoo industry, whilst allowing students the freedom to specialise in their chosen area of interest. The course utilises a range of assessment techniques that are applicable to industry and makes full use of the resources available on campus including a BIAZA accredited zoo.
14	Aims of the programme	**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 developing vocational needs. 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.

		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. **AWARD SPECIFIC AIMS** The FdSc Management of Animal Collections with Conservation aims to provide the following: 1. To develop students' practical skills and their ability to apply those skills in the fields of conservation and collections management. 2. To develop each student's ability to apply detailed scientific knowledge to collections management and conservation. 3. To equip students with a thorough understanding of business concepts relating to conservation projects and collections. 4. To equip students with the ability to identify, analyse and solve a range of commonly encountered problems within collections. 5. To develop students' ability to recognise and evaluate external factors and their influence on conservation efforts.
REFERENCE POINTS WHICH HAVE INFORMED THE PROGRAMME		
15a	QAA subject benchmark statements	Earth Sciences, Environmental Sciences and Environmental Studies (2022) Biosciences (2023) Agriculture, Rural Environmental Sciences, Animal Studies, Consumer Science, Forestry, Food, Horticulture and Human Nutrition (2024)
15b	QAA Frameworks for Higher Education Qualifications	The most up-to-date version is the March 2026 Subject Benchmark Statements (qaa.ac.uk) We also are working within the UK Quality Code for Higher Education https://www.qaa.ac.uk/quality-code
15.	Requirements of any Professional, Statutory and Regulatory Bodies (PSRB)	None
16	Inclusivity, access and student support	We are committed to ensuring that our programmes and modules are inclusive of all students including: international, part-time, mature, those from different socio-economic backgrounds and those with protected characteristics according to the Equality Act 2010 (age, disability, gender reassignment, marriage/civil partnership, race, religion or belief, sex, sexual orientation). All programmes seek to promote equality of opportunity by ensuring fair access, application, and progression opportunities for all students who meet the admissions criteria.

		All students across this programme, regardless of race, religion, background, sex, sexual orientation, disability or age, will be treated equally and provided with equality of opportunities throughout the course. Those with additional needs or requiring extra support will be provided with the means, resources and guidance to assist in their success. An alternative assessment may be available where necessary in line with reasonable adjustments policy and procedure.
17a	Link to The Digital Vision	Some modules will feature virtual directed study using a range of platforms including the VLE, Teams and nearpod. There is scope for some modules to utilise the VR suite as a learning resource.
17b	Link to the Education for Sustainability goals	Education for Sustainability is embedded throughout the FdSc Management of Animal Collections with Conservation programme through teaching, development of practical skills and the application of scientific knowledge which allows students to develop an understanding of the fields of conservation and collections management. Students will have the ability to identify, analyse and solve a range of commonly encountered problems within collections and the ability to recognise and evaluate external factors and their influence on conservation efforts. These learning experiences support several United Nations Sustainable Development Goals, including, but not exclusively, SDG 3 (Good Health and Wellbeing), SDG5 (Gender Equality) SDG 12 (Responsible Consumption and Production), SDG 14 (Life Below Water) and SDG 15 (Life on Land).
18	Regulatory exemptions	None
19	Are students subject to Fitness to Practise Regulations?	No

20	**PROGRAMME OUTCOMES**		
	Knowledge and Understanding		
	Students are expected to	**Which will be gained through the following teaching and learning methods,**	**and assessed using the following methods,**
	Have detailed knowledge of well-established theories, ideas and terminology associated with the discipline	Lectures and seminars	Reports, essays, exams, practicals, presentations
	Interpret and explain major aspects of the theories, ideas and terminology associated with the discipline	Seminars, group work, student led learning, practicals, peer discussions	Reports, essays, exams, practicals, presentations
	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, peer discussions	Reports, essays, exams, practicals, presentations
	Analyses, synthesises and summarises principles and concepts, recognising competing perspectives. 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, peer discussions	Reports, essays, exams, practicals, presentations
	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, essays, exams, practicals, presentations
	Collects and synthesises information to inform a choice of solutions to problems in unfamiliar contexts.	Lectures, seminars, group work, student led learning, peer discussions	Reports, essays, exams, practicals, presentations
	Analyses a range of information, comparing alternative methods and techniques.	Lectures, seminars, group work, student led learning, peer discussions	Reports, essays, exams, practicals, presentations
	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, peer discussions	Reports, essays, exams, practicals, presentations

	Students are expected to have attained the following skills and other attributes:	Which will be gained through the following teaching and learning methods,	and assessed using the following methods,
	Demonstrate independence, initiative and engagement with the wider learning community	Work experience, student led learning, lectures, group work	Reports, essays, exams, practicals, presentations
	Identifies external expectations and adapts own performance accordingly.	Work experience, student led learning, lectures, group work	Reports, essays, exams, practicals, presentations
	Undertakes complex and non-routine performance tasks.	Work experience, student led learning, group work	Reports, essays, exams, practicals, presentations
	Analyses performance of self, and others and suggests improvements.	Work experience, student led learning, group work	Essays, practicals, presentations, appraisals
	Recognise situations or issues likely to lead to conflict and suggest appropriate actions to minimise these.	Work experience, group work	Reports, essays, presentations
	Recognise ethical challenges associated with the discipline, personal responsibility and professional codes of conduct.	Work experience, lectures, group work	Reports, essays, exams, practicals, 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, group work	Reports, essays, exams, practicals, 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, presentations	Reports, essays, exams, practicals, presentations
	Adapts interpersonal and communication skills to a range of situations, audiences and degrees of complexity.	Work experience, student led learning, lectures, group work	Work placement, practicals, presentations

	Demonstrate an understanding of the key drivers for business success, the external context and pressures on an organisation	Work experience, lectures, group work	Reports, essays, exams, presentations
	Demonstrate an innovative approach and creativity, generating ideas that maximise opportunities;	Work experience, student led learning, lectures, group work, presentations	Reports, essays, exams, presentations
	Demonstrate critical reasoning, analysis and synthesis and applying knowledge in practice;	Work experience, student led learning, lectures, group work	Reports, essays, exams, practicals, presentations
	Demonstrate ethos of community and civic responsibility; showing an appreciation of diversity and inclusivity	Work experience, student led learning, lectures, group work	Reports, essays, exams, practicals, presentations

21	**PROGRAMME REQUIREMENTS**				
	Module Title	Credits	Level	Module Code	Effective from
	Level 4 COMPULSORY MODULES				
	Animal Anatomy and Physiology	20	4	AM4001	01/09/2027
	Practical Animal Health and Husbandry	40	4	AM4014	01/09/2027
	Human – Zoo Animal Interactions	20	4	AM4011	01/09/2027
	Environmental Interpretation in Zoos	20	4	TBA	01/09/2027
	Level 4 OPTIONAL MODULES: **Choose One**				
	Zoo Ethics	20	4	AM4017	01/09/2027
	Exotic Animal Behaviour	20	4	AM4010	01/09/2027
	Sum of credits available at this level	120			
	Qualification/s available upon completion of the modules above	Certificate of Higher Education in Management of Animal Collections with Conservation			
	Module Title	Credits	Level	Module Code	Effective from
	Level 5 COMPULSORY MODULES:				
	Independent Research Project	20	5	XC5201	01/09/2028
	Collections Management	20	5	AM5005	01/09/2028
	Applied Zoo Husbandry	20	5	TBA	01/09/2028
	Introduction to Conservation Genetics	20	5	AM5009	01/09/2028
	Level 5 OPTIONAL MODULES: **Choose Two**				
	Conservation Education	20	5	AM5006	01/09/2028
	Incubation and Rearing	20	5	AM5008	01/09/2028

	Management of Habitats and Protected Areas	20	5	AM5012	01/09/2028
	Principles of Animal Training	20	5	AM5015	01/09/2028
	Sum of credits available at this level	**120**			
	Qualification/s available upon completion of the modules above	FdSc Management of Animal Collections with Conservation			
	Module Compensation Exclusions The following modules are not eligible for compensation within the FdSc Management of Animal Collections with Conservation programme:	Level 4 Modules: None Level 5 Modules: Collections Management			

22

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
Level 4	*36%*	*9%*	*18%*	*27%*	*9%*	*35%*	*65%*	*0%*	*100%*	*0%*
Level 5	*35%*	*6%*	*6%*	*41%*	*12%*	*29%*	*55%*	*16%*	*100%*	*0%*

PROGRAMME STRUCTURE			
Level 4		Level 5	
SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
ANIMAL ANATOMY AND PHYSIOLOGY AM4001 CREDITS 20		INDEPENDENT RESEARCH PROJECT XC5201 CREDITS 20	
PRACTICAL ANIMAL HEALTH AND HUSBANDRY AM4014 CREDITS 40		COLLECTIONS MANAGEMENT AM5005 CREDITS 20	
HUMAN-ZOO ANIMAL INTERACTIONS AM4011 CREDITS 20	ENVIRONMENTAL INTREPRETATION IN ZOOS TBA CREDITS 20	APPLIED ZOO HUSBANDRY TBA CREDITS 20	INTRODUCTION TO CONSERVATION GENETICS AM5009 CREDITS 20
	I *OPTION SEMESTER 2 CHOOSE 1	*OPTION (CHOOSE 1)	*OPTION (CHOOSE 1)
	ZOO ETHICS AM4017 CREDITS 20	PRINCIPLES OF ANIMAL TRAINING AM5015 CREDITS 20	INCUBATION AND REARING AM5008 CREDITS 20
	EXOTIC ANIMAL BEHAVIOUR AM4010 CREDITS 20	MANAGEMENT OF HABITATS AND PROTECTED AREAS AM5012 CREDITS 20	CONSERVATION EDUCATION AM5006 CREDITS 20

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

PROGRAMME OUTCOME MAPPING

L4	PROGRAMME OUTCOMES		MODULES					
			Animal Anatomy and physiology	Practical Animal Health and Husbandry	Human-Zoo Animal Interactions	Environmental Interpretation in Zoos	Zoo Ethics	Exotic Animal Behaviour
Knowledge and Understanding			C	C	C	C	O	O
	KU1(4)	Have broad understanding of well-established theories, ideas and terminology associated with the collections management discipline	X	X	X	X	X	X
	KU2(4)	Identify strengths and weaknesses of the theories, ideas and terminology associated with the collections management discipline	X		X	X		X
Cognitive, Intellectual and Thinking	CIT1(4)	Identify and communicate principles and concepts in collections management, recognising competing perspectives.	X	X		X	X	X
	CIT2(4)	Undertake investigative strategies within a limited and defined range of methods.	X		X			X
	CIT3(4)	Judge the reliability of data collected, recognising the limitations of the enquiry.			X	X	X	X
	CIT4(4)	Collect information to inform a choice of solutions to standard problems in familiar context	X	X	X	X		X
	CIT5(4)	Describe a range of information, identifying alternative methods and techniques.		X	X	X	X	X
	CIT6(4)	Demonstrate emerging independence, initiative and engagement with the wider learning community			X	X	X	X
Practical and Professional	PP1(4)	Develop own role in relation to specified and externally defined parameters		X		X	X	X
	PP2(4)	Undertake performance tasks in the collections management discipline that may be complex and non-routine, engaging in self-reflection		X			X	X
	PP3(4)	Work effectively with others and recognise the factors that affect team performance.		X	X	X	X	
	PP4(4)	Demonstrate awareness of ethical issues in the collections management, discipline discuss these in relation to personal beliefs and values.		X	X	X	X	X
Employability	E1(4)	Demonstrate emerging ability to plan and manage time effectively, and accept responsibility to improve own performance based on feedback/reflective learning		X	X			
	E2(4)	Undertake a role within a team, contributing information and ideas				X		
	E3(4)	Use appropriate literacy, numeracy, information and digital technologies to demonstrate competency associated with the collections management discipline	X	X	X	X	X	X
	E4(4)	Use interpersonal and communication skills to clarify tasks, identifying and rectifying issues in a range of contexts.		X	X		X	X
	E5(4)	Explain the key drivers for business success collections management the external context and pressures on an organisation			X			
	E6(4)	Demonstrate a creative and innovative approach in professional and academic contexts				X		
	E7(4)	Demonstrate an understanding of community and civic responsibility, diversity and inclusivity		X			X	

L5	PROGRAMME OUTCOMES		MODULES							
			Independent Research Project	Collections Management	Applied Zoo Husbandry	Introduction to Conservation Genetics	Conservation Education	Management of Habitats	Incubation and Rearing	Principles of Animal Training
Knowledge and Understanding			C	C	C	C	O	O	O	O
	KU1(5)	Have detailed knowledge of well-established theories, ideas and terminology associated with the collections management discipline		X	X	X	X	X	X	X
	KU2(5)	Interpret and explain major aspects of the theories, ideas and terminology associated with the collections management discipline		X	X	X	X	X	X	
	KU3(5)	Demonstrates an awareness of different ideas, contexts and frameworks within the collections management discipline and recognises those areas where the knowledge base is most/least secure.	X		X		X	X	X	X
Cognitive, Intellectual and Thinking	CIT1(5)	Analyses, synthesises and summarises principles and concepts, recognising competing perspectives within the collections management discipline	X	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			X
	CIT3(5)	Uses appropriate theoretical models to judge the significance of the data collected, recognising the limitations of the enquiry.	X				X			X
	CIT4(5)	Collects and synthesises information to inform a choice of solutions to problems in unfamiliar contexts.	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			
Practical and Professional	PP1(5)	Identifies external expectations and adapt own performance accordingly.		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	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 collections management discipline, personal responsibility and professional codes of conduct.	X	X	X	X			X	
Employability	E1(5)	Proactively plan and manage time effectively and accept responsibility to improve own academic and practical performance based on feedback/reflective learning		X						X
	E2(5)	Interact effectively within a team, giving and receiving information and ideas and modifying responses where appropriate.		X	X		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	X
	E4(5)	Adapts interpersonal and communication skills to a range of situations, audiences and degrees of complexity	X	X	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 collections management sector		X	X		X			
	E6(5)	Demonstrate an innovative approach and creativity, generating ideas that maximise opportunities	X	X		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 EDUATION MAPPING

Education for Sustainable Development	Animal Anatomy and Physiology	Practical Animal Health and Husbandry	Human – Zoo Animal Interactions	Environmental Interpretation in Zoos	Zoo Ethics	Exotic Animal Behaviour	Independent Research Project	Collections Management	Applied Zoo Husbandry	Introduction to Conservation Genetics	Conservation Education	Incubation and Rearing	Management of Habitats and Protected Areas	Principles of Animal Training
No Poverty					X									
Zero Hunger								X						
Good Health and Wellbeing		X	X			X			X					X
Quality Education		X		X	X	X	X				X			
Gender Equality				X			X							
Clean Water and Sanitation		X						X	X					
Affordable and Clean Energy								X						
Decent Work and Economic Growth		X	X	X		X	X					X	X	
Industry Innovation and Infrastructure		X		X		X	X		X	X				
Reduced Inequalities				X	X									
Sustainable Cities and Communities		X			X			X	X		X	X	X	
Responsible Consumption and Production		X		X				X				X		
Climate Action														
Life below Water		X		X	X	X		X	X			X	X	
Life on Land	X	X	X	X	X	X		X	X			X	X	X
Peace Justice and Strong Institutions				X	X									
Partnerships for the Goals								X	X					X

ENTRY 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 science-based Level 2 Diploma, in lieu of GCSE Science. Equivalent qualifications may be considered.

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.

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 5 of the Foundation Degree course, students must have acquired 120 credits at Level 4 after reassessment.

Students may apply to progress to a BSc (Hons) Top-up programme upon successful completion of the 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.

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 Level 5 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.

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 Foundation Degree Programme are:

Certificate of Higher Education	120 Credits
Foundation Degree	240 Credits

The requirements for interim awards are as follows:

Certificate of Higher Education in Management of Animal Collections with Conservation

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

PROFESSIONAL ACCREDITATION ARRANGEMENTS

There are no professional accreditation arrangements for the FdSc Animal Collections with Conservation programme.

COURSE DESIGN, LEARNING, TEACHING AND ASSESSMENT METHODS

Curriculum design

The early stages of the programme focus on current principles and practices, equipping students with the knowledge and critical thinking skills needed to evaluate existing approaches within the sector. Work placement is a key element of the Askham Bryan College curriculum, enabling students to apply academic learning and industry experience to real-world and increasingly complex challenges as they progress through the programme.

Students are required to complete 150 hours of work placement over the duration of the programme. Although placements may commence during the first year of the FdSc, placement hours are accredited within the Level 5 *Collections Management* module.
The curriculum has been designed to be relevant, engaging and responsive to the needs of both students and employers. Regular review and enhancement are informed by industry stakeholder consultation, student feedback and course team evaluation, ensuring the programme remains current and aligned with sector requirements.

Learning and teaching methods

Teaching and learning methods are designed to develop knowledge, practical skills and critical understanding through experience, reflection and application. A variety of approaches is used, depending on the subject matter and learning outcomes of each module, including lectures, seminars, assignments, case studies, guest lectures and field trips. Practical and technical skills are developed through sessions in the animal unit, laboratory-based activities and field-based learning opportunities.

All students undertake a research-based project in the final year of the programme. The curriculum is structured to encourage increasing independence, with a gradual reduction in tutor-directed learning as students' progress through their studies. Students are supported through the College's Virtual Learning Environment (VLE), which provides access to learning resources and guidance, helping them develop the autonomy expected in higher education and supporting their continuing professional development beyond 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	08/07/2026	
	Approval Dates	HE Academic Board	Date:
	Final-check Sign Off	Head of Academic Services and Quality Assurance:	Date: