

Programme Specification

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| 1 | KEY INFORMATION | |
| 2 | Awarding Body | Askham Bryan College |
| 3 | Programme Title | Extended Foundation Degree Agriculture |
| 4 | Programme code/s | DFEGRF |
| 5 | Award Level | Foundation Degree in Science |
| 6 | HECoS code | (30%) (101006) Agricultural technology, (50%) (100517) Agriculture, (20%) (100978) Farm Management |
| 7 | Mode(s) of study | Blended |
| 8 | Credits Studied each Year | <p>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.</p> <p>The part-time programme will be completed in six years and typically be no less than 50% of the standard module diet of the full-time version of the award.</p> |
| 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 | Appropriate technical modules from the programme will be registered with Dairy Pro the Industry Professional Body. |
| 13 | USP & Programme Context | <p>The Extended FdSc Agriculture provides students with an appropriate academic grounding, together with the broader technical and management skills that are required to work and build a career in the increasingly technical and continually changing agricultural sector.</p> <p>The programme will develop students technical and management skills, in livestock, crop production, and the integration of the wide range agricultural production systems, rotations, equipment, housing and store facilities that and used in the commercial farming industry.</p> <p>The full-time modular programme is delivered over three years using a hybrid approach to delivery to provide the flexibility to gain industry experience in agriculture or one its associated supply</p> |

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| | | <p>chains while continuing with education and training. At the end of studies students will have the skills and understanding to work at a supervisory or management level in the agricultural sector.</p> <p>The USP is the in - class, online, in industry hybrid approach to learning during year 2 and year 3 making it accessible to anyone, those wanting to start in the industry and develop their careers as they progress into technical or managerial roles or those wanting to improve their level of knowledge through continual professional development after time spent in the agricultural industry.</p> |
| 14 | Aims of the programme | <p>The Extended FdSc Agriculture is structured to provide students with a blend of the necessary technical, academic and management skills to work at the forefront of this increasingly innovative and technically focused agricultural industry.</p> <p>The full-time modular programme is delivered over three years using a blended approach to provide flexibility to gain industry experience in agriculture or one its associated supply chains while continuing with education and training. At the end of the programme students will have the skills and understanding to work at a supervisory or management level in the agricultural supply chain.</p> <p>The award is reflected in the benchmark statements for Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences (2016) and Biosciences (2016). Business Management (2015) is also reflected, specifically in relation to finance, management and development of people, business policy and strategy, communication and information technology and customer service. In addition, the themes of sustainability, environment and globalisation are embedded.</p> <p>As agricultural technology becomes increasingly important within the sector graduates need to be technically proficient well informed as well as being data driven, innovative and enterprising. The agricultural sector has a continually ageing workforce placing increasing importance on University Centres to ensure that the coming generation can adapt to changing technological advances and compete in the increasingly competitive global market.</p> <p>Students entering the industry will need to engage with technology and the data that it produces to meet the ever- increasing demands of employers for advanced skills and knowledge within the sector. With this there is also a need for students to be able to analyse and interpret customer demands together with technological advances that can be used to make the sector more productive and environmentally sustainable.</p> |

REFERENCE POINTS AND HOW THESE HAVE INFORMED THE PROGRAMME

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| 15.1 | QAA subject benchmark statements | <p>Subject Benchmark Statement</p> <p>https://www.qaa.ac.uk/quality-code/subject-benchmark-statements</p> <p>Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences October 2019</p> <p>https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-agriculture-horticulture-forestry-food-nutrition-and-consumer-sciences.pdf?sfvrsn=28f2c881_7</p> <p>The Subject Benchmark Statement for Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences has been used to define the academic standards that can be expected of a graduate, in terms of what they might know, do and understand at the end of their studies, and describes the nature of the subject.</p> |
| 15.2 | QAA Frameworks for Higher Education Qualifications | <p>The Frameworks for HE Qualifications of UK Degree Awarding Bodies</p> <p>https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks</p> <p>The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies has been used in setting the academic standards associated with the FdSc Agriculture.</p> <p>Holders of the FdSc Agriculture Level 5 will have developed a sound understanding of the principles in their field of study and will have learned to apply those principles more widely.</p> <p>Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems. Holders of qualifications at this level will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.</p> <p>UK Quality Code for Higher Education</p> <p>https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf.</p> <p>The quality Code for Higher Education is based on several elements which have been used in the development of the FdSc Agriculture these include:</p> <ul style="list-style-type: none"> • Expectations • Core Practices • Common Practices |

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| | | <ul style="list-style-type: none"> Advice and Guidance <p>https://www.qaa.ac.uk/quality-code</p> |
| 15.3 | Requirements of any Professional, Statutory and Regulatory Bodies (PSRB) | None |
| 16 | Inclusivity, access and student support | <p>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).</p> <p>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. 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.</p> |
| 17 | Link to The Digital Vision | <p>The programme will use a hybrid approach to delivery, enabling easy access to students on the industry focused degree by providing the opportunity and support to study full or part-time while working in the industry.</p> <p>This approach to delivery provides flexible supported online learning to assist those students living in remote locations or are required to work at busy periods of the year to remain in contact and keep the momentum of their studies moving forward.</p> <p>The use of the Askham Bryan Virtual Reality Centre, together with Map of Agriculture which links to the precision farming systems on farm will move students to the forefront of the industry will support the hybrid delivery approach which links directly into the Digital Vision of UCAB and the Askham Bryan Strategic Plan.</p> |
| 18 | Regulatory exemptions | None |
| 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 a broad understanding of well-established theories, ideas and terminology associated with agriculture. | Use of a hybrid approach to delivery using lectures, seminars, supported online learning, workshops, farm and lab practical's, group work, industry visits and external speakers. | A mix of individual and group assignments, presentations, time constrained assessment, use of online discussion forums, reflective practice and development of industry appropriate experience. |
| | Identify strengths and weaknesses of the theories, ideas and terminology associated with agriculture. | Use of a hybrid approach to delivery using lectures, seminars, supported online learning, workshops, farm and lab practical's, group work, industry visits and external speakers. | A mix of individual and group assignments, presentations, time constrained assessment, use of online discussion forums, reflective practice and development of industry appropriate experience. |
| | Have detailed knowledge of well-established theories, ideas and terminology associated with agriculture. | Use of a hybrid approach to delivery using lectures, seminars, supported online learning, workshops, farm and lab practical's, group work, industry visits and external speakers. | A mix of individual and group assignments, presentations, time constrained assessment, use of online discussion forums, reflective practice and development of industry appropriate experience. |
| | Interpret and explain major aspects of the theories, ideas and terminology associated with agriculture. | Use of a hybrid approach to delivery using lectures, seminars, supported online learning, workshops, farm and lab practical's, group work, industry visits and external speakers. | A mix of individual and group assignments, presentations, time constrained assessment, use of online discussion forums, reflective practice and development of industry appropriate experience. |
| | Demonstrate an awareness of different ideas, contexts and frameworks and recognise those areas where the knowledge base is most/least secure. | Use of a hybrid approach to delivery using lectures, seminars, supported online learning, workshops, farm and lab practical's, group work, industry visits and external speakers. | A mix of individual and group assignments, presentations, time constrained assessment, use of online discussion forums, reflective practice and development of industry appropriate experience. |
| | Analyses, synthesises and summarises principles and concepts, recognising competing perspectives. | Use of a hybrid approach to delivery using lectures, seminars, supported online learning, workshops, farm and lab practical's, group work, industry visits and external speakers. | A mix of individual and group assignments, presentations, time constrained assessment, use of online discussion forums, reflective practice and development of industry appropriate experience. |
| | Analyse, synthesise and summarise principles and concepts, recognising competing perspectives. | Use of a hybrid approach to delivery using lectures, seminars, supported online learning, workshops, farm and lab practical's, group work, industry visits and external speakers. | A mix of individual and group assignments, presentations, time constrained assessment, use of online discussion forums, reflective practice and development of industry appropriate experience. |

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| | Undertake research to provide new information and/or explores new or existing data to identify patterns and relationships. | Use of a hybrid approach to delivery using lectures, seminars, supported online learning, workshops, farm and lab practical's, group work, industry visits and external speakers. | A mix of individual and group assignments, presentations, time constrained assessment, use of online discussion forums, reflective practice and development of industry appropriate experience. |
| | Use appropriate theoretical models to judge the significance of the data collected, recognising the limitations of the enquiry. | Use of a hybrid approach to delivery using lectures, seminars, supported online learning, workshops, farm and lab practical's, group work, industry visits and external speakers. | A mix of individual and group assignments, presentations, time constrained assessment, use of online discussion forums, reflective practice and development of industry appropriate experience. |
| | Collect and synthesise information to inform a choice of solutions to problems in unfamiliar contexts. | Use of a hybrid approach to delivery using lectures, seminars, supported online learning, workshops, farm and lab practical's, group work, industry visits and external speakers. | A mix of individual and group assignments, presentations, time constrained assessment, use of online discussion forums, reflective practice and development of industry appropriate experience. |
| | Analyse a range of information, comparing alternative methods and techniques. | Use of a hybrid approach to delivery using lectures, seminars, supported online learning, workshops, farm and lab practical's, group work, industry visits and external speakers. | A mix of individual and group assignments, presentations, time constrained assessment, use of online discussion forums, reflective practice and development of industry appropriate experience. |
| | Select appropriate techniques/criteria for evaluation and discriminates between the relative relevance and significance of data/evidence collected. | Use of a hybrid approach to delivery using lectures, seminars, supported online learning, workshops, farm and lab practical's, group work, industry visits and external speakers. | A mix of individual and group assignments, presentations, time constrained assessment, use of online discussion forums, reflective practice and development of industry appropriate experience. |
| | Students are expected to have attained the following skills and other attributes | Which will be gained through the following teaching and learning methods. | and assessed using the following methods: |
| | Demonstrate independence, initiative and engagement with the wider learning community. | Use of a hybrid approach to delivery using lectures, seminars, supported online learning, workshops, farm and lab practical's, group work, industry visits and external speakers. | A mix of individual and group assignments, presentations, time constrained assessment, use of online discussion forums, reflective practice and development of industry appropriate experience. |
| | Identify external expectations and adapts own performance accordingly. | Use of a hybrid approach to delivery using lectures, seminars, supported online learning, workshops, farm and lab practical's, group work, industry visits and external speakers. | A mix of individual and group assignments, presentations, time constrained assessment, use of online discussion forums, reflective practice and development of industry appropriate experience. |
| | Undertake complex and non-routine performance tasks. | Use of a hybrid approach to delivery using lectures, seminars, supported online learning, workshops, farm and lab practical's, group work, industry visits and external speakers. | A mix of individual and group assignments, presentations, time constrained assessment, use of online discussion forums, reflective practice and development of industry appropriate experience. |
| | Analyse performance of self, and others and suggests improvements. | Use of a hybrid approach to delivery using lectures, seminars, supported online learning, workshops, farm and | A mix of individual and group assignments, presentations, time constrained assessment, use of |

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| | | lab practical's, group work, industry visits and external speakers. | online discussion forums, reflective practice and development of industry appropriate experience. |
| | Recognise situations or issues likely to lead to conflict and suggest appropriate actions to minimise these. | Use of a hybrid approach to delivery using lectures, seminars, supported online learning, workshops, farm and lab practical's, group work, industry visits and external speakers. | A mix of individual and group assignments, presentations, time constrained assessment, use of online discussion forums, reflective practice and development of industry appropriate experience. |
| | Recognise ethical challenges associated with the discipline, personal responsibility and professional codes of conduct. | Use of a hybrid approach to delivery using lectures, seminars, supported online learning, workshops, farm and lab practical's, group work, industry visits and external speakers. | A mix of individual and group assignments, presentations, time constrained assessment, use of online discussion forums, reflective practice and development of industry appropriate experience. |
| | Interact effectively within a team, giving and receiving information and ideas and modifying responses where appropriate. | Use of a hybrid approach to delivery using lectures, seminars, supported online learning, workshops, farm and lab practical's, group work, industry visits and external speakers. | A mix of individual and group assignments, presentations, time constrained assessment, use of online discussion forums, reflective practice and development of industry appropriate experience. |
| | Use appropriate literacy, numeracy, information and digital technologies to demonstrate competency associated with the discipline and audiences. | Use of a hybrid approach to delivery using lectures, seminars, supported online learning, workshops, farm and lab practical's, group work, industry visits and external speakers. | A mix of individual and group assignments, presentations, time constrained assessment, use of online discussion forums, reflective practice and development of industry appropriate experience. |
| | Adapt interpersonal and communication skills to a range of situations, audiences and degrees of complexity. | Use of a hybrid approach to delivery using lectures, seminars, supported online learning, workshops, farm and lab practical's, group work, industry visits and external speakers. | A mix of individual and group assignments, presentations, time constrained assessment, use of online discussion forums, reflective practice and development of industry appropriate experience. |
| | Demonstrate an understanding of the key drivers for business success, the external context and pressures on an organisation. | Use of a hybrid approach to delivery using lectures, seminars, supported online learning, workshops, farm and lab practical's, group work, industry visits and external speakers. | A mix of individual and group assignments, presentations, time constrained assessment, use of online discussion forums, reflective practice and development of industry appropriate experience. |
| | Demonstrate an innovative approach and creativity, generating ideas that maximise opportunities. | Use of a hybrid approach to delivery using lectures, seminars, supported online learning, workshops, farm and lab practical's, group work, industry visits and external speakers. | A mix of individual and group assignments, presentations, time constrained assessment, use of online discussion forums, reflective practice and development of industry appropriate experience. |
| | Demonstrate critical reasoning, analysis and synthesis and apply knowledge in practice. | Use of a hybrid approach to delivery using lectures, seminars, supported online learning, workshops, farm and lab practical's, group work, industry visits and external speakers. | A mix of individual and group assignments, presentations, time constrained assessment, use of online discussion forums, reflective practice and development of industry appropriate experience. |
| | Demonstrate ethos of community and civic responsibility; showing an appreciation of diversity and inclusivity. | | |

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| 21 | PROGRAMME REQUIREMENTS | | | | |
| | Module Title | Credits | Level | Module Code | Effective from |
| | Y0 MODULES | | | | |
| | Introduction to Animal Health | 20 | Y0 | XC0102 | 01/09/2023 |
| | Fundamentals of Biological Sciences | 20 | Y0 | XC0104 | 01/09/2023 |
| | Principles of Laboratory Work | 20 | Y0 | XC0105 | 01/09/2023 |
| | Introduction to Research | 20 | Y0 | XC0103 | 01/09/2023 |
| | Academic and Professional Skills | 40 | Y0 | XC0101 | 01/09/2023 |
| | Level 4 COMPULSORY MODULES: | | | | |
| | Introduction to Agri-Business | 20 | L4 | AG4001 | 01/09/2024 |
| | Environmental Management in Agriculture | 20 | L4 | AG4002 | 01/09/2024 |
| | Agricultural Mechanisation | 20 | L4 | AG4003 | 01/09/2024 |
| | Livestock Health | 20 | L4 | AG4004 | 01/09/2024 |
| | Crop Production | 20 | L4 | AG4005 | 01/09/2024 |
| | Academic Writing and Research | 20 | L4 | XC4201 | 01/09/2024 |
| | Sum of credits available at this level | 120 | | | |
| | Qualification/s available upon completion of the modules above | Certificate in Higher Education in Agriculture | | | |

| Module Title | Credits | Level | Module Code | Effective from |
|---|---|-------|-------------|----------------|
| Level 5 COMPULSORY MODULES: | | | | |
| Research Skills - Agriculture | 20 | L5 | AG5001 | 01/09/2025 |
| Applied Agri-Business | 20 | L5 | AG5002 | 01/09/2025 |
| Livestock Production | 20 | L5 | AG5003 | 01/09/2025 |
| Crop Production Management | 20 | L5 | AG5005 | 01/09/2025 |
| Continuous Professional Development | 20 | L5 | AG5006 | 01/09/2025 |
| Level 5 OPTIONS (Choose one) | | | | |
| Livestock Feeding | 20 | L5 | AG5004 | 01/09/2025 |
| Agronomy | 20 | L5 | AG5007 | 01/09/2025 |
| Sum of credits available at this level | 120 Credits | | | |
| Qualification/s available upon completion of the modules above | | | | |
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| Module Compensation Exclusions The following modules are not eligible for compensation within the FdSc Agriculture programme: | Part One Modules: None Part Two Modules: None Part Three Modules: Continuous Professional Development | | | |

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| 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 | Other | Scheduled | Independent | Placement | Face to Face | Online |
| | <i>1st year</i> | 85 | 5 | 5 | 5 | | 30 | 65 | 5 | 100 | 0 |
| | <i>2nd year</i> | 60 | 20 | | 15 | 5 | 30 | 60 | 10 | 50 | 50 |
| | <i>3rd year</i> | 60 | 20 | | 15 | 5 | 30 | 60 | 10 | 50 | 50 |

| PROGRAMME STRUCTURE | | | | September 2025 Entry Cohort | |
|-------------------------------------|-------------------------------|---|-------------------------------|-------------------------------------|----------------------------|
| Year 1 | | Year 2 | | Year 3 | |
| | | SEMESTER 1 | SEMESTER 2 | SEMESTER 1 | SEMESTER 2 |
| ACADEMIC AND PROFESSIONAL SKILLS | | ACADEMIC WRITING AND RESEARCH | | CONTINUOUS PROFESSIONAL DEVELOPMENT | |
| XC0101 | | XC4201 | | AG5006 | |
| 40 CREDITS | | 20 CREDITS | | 20 CREDITS | |
| INTRODUCTION TO RESEARCH | | AGRICULTURAL MECHANISATION | | RESEARCH SKILLS – AGRICULTURE | |
| XC0103 | | AG4003 | | AG5001 | |
| 20 CREDITS | | 20 CREDITS | | 20 CREDITS | |
| INTRODUCTION TO ANIMAL HEALTH | PRINCIPLES OF LABORATORY WORK | ENVIRONMENTAL MANAGEMENT IN AGRICULTURE | INTRODUCTION TO AGRI-BUSINESS | APPLIED AGRI-BUSINESS | CROP PRODUCTION MANAGEMENT |
| XC0102 | XC0105 | AG4002 | AG4001 | AG5002 | AG5005 |
| 20 CREDITS | 20 CREDITS | 20 CREDITS | 20 CREDITS | 20 CREDITS | 20 CREDITS |
| FUNDAMENTALS OF BIOLOGICAL SCIENCES | | CROP PRODUCTION | LIVESTOCK HEALTH | | LIVESTOCK PRODUCTION |
| XC0104 | | AG4005 | AG4004 | | AG5003 |
| 20 CREDITS | | 20 CREDITS | 20 CREDITS | | 20 CREDITS |
| | | | | *OPTIONAL choose 1 | |
| | | | | AGRONOMY | |
| | | | | AG5007 | |
| | | | | 20 CREDITS | |
| | | | | LIVESTOCK FEEDING | |
| | | | | AG5004 | |
| | | | | 20 CREDITS | |

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

PROGRAMME OUTCOME MAPPING

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

| L4 | | | Introduction to Agri-Business | Environmental Management in Agriculture | Agricultural Mechanisation | Livestock Health | Crop Production | Academic Writing and Research |
|--------------------------------------|---------|--|-------------------------------|---|----------------------------|------------------|-----------------|-------------------------------|
| Knowledge and Understanding | | | C | C | C | C | C | C |
| | KU1(4) | Have broad understanding of well-established theories, ideas and terminology associated with the Agriculture discipline | X | X | X | X | X | X |
| | KU2(4) | Identify strengths and weaknesses of the theories, ideas and terminology associated with the Agriculture discipline | | | X | X | X | |
| Cognitive, Intellectual and Thinking | CIT1(4) | Identify and communicate principles and concepts in Agriculture recognising competing perspectives. | X | X | X | X | X | 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 | |
| | 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 | | | | X |
| | | | | | | | | |
| Practical and Professional | PP1(4) | Develop own role in relation to specified and externally defined parameters | X | X | X | X | X | X |
| | PP2(4) | Undertake performance tasks in the Agriculture discipline that may be complex and non-routine, engaging in self reflection | | | X | X | X | |
| | PP3(4) | Work effectively with others and recognise the factors that affect team performance. | | | X | X | X | |
| | PP4(4) | Demonstrate awareness of ethical issues in the Agriculture discipline discuss these in relation to personal beliefs and values. | X | | | | X | 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 Agriculture, 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 |
| | E5(4) | Explain the key drivers for business success Agriculture, 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 | X | | | X |
| | E7(4) | Demonstrate an understanding of community and civic responsibility, diversity and inclusivity | X | X | | | | X |

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

Sustainable Education Mapping

| | Intro to Animal Health | Intro to Research | Fundamentals of Lab work | Principles of Biological Sciences | Academic and Professional Skills | Environmental Management in Agriculture | Agricultural Mechanisation | Livestock Health | Crop Production | Academic Writing and Research | Research Skills - Agriculture | Applied Agri-Business | Livestock Production | Crop Production Management | Continuous Professional Development | Livestock Feeding | Agronomy |
|--|------------------------|-------------------|--------------------------|-----------------------------------|----------------------------------|---|----------------------------|------------------|-----------------|-------------------------------|-------------------------------|-----------------------|----------------------|----------------------------|-------------------------------------|-------------------|----------|
| No Poverty | X | | | | | | | | | | | X | X | | | X | |
| Zero Hunger | X | | | | | X | X | X | X | | X | X | X | X | X | X | X |
| Good Health and Wellbeing | X | | | | | X | X | X | X | X | X | X | X | X | X | X | X |
| Quality Education | | | X | | | X | X | X | X | X | X | X | X | X | X | X | X |
| Gender Equality | | | | | | | | | | X | X | X | | | X | | |
| Clean Water and Sanitation | X | | | | | X | | X | X | | | | X | X | | X | X |
| Affordable and Clean Energy | | | | | | X | X | | | | | X | | | | | X |
| Decent Work and Economic Growth | | | | | X | | | | | X | | X | | | | | |
| Industry Innovation and Infrastructure | | | X | | | X | X | X | X | | X | X | X | X | X | X | X |
| Reduced Inequalities | | | | | | | | | | | | X | | | | | |
| Sustainable Cities and Communities | | | | | | | | | | | | X | | | | | |
| Responsible Consumption and Production | | | X | | X | X | X | X | X | | X | X | X | X | X | X | X |
| Climate Action | | X | | X | | X | X | X | X | | | X | | X | | X | X |
| Life below Water | | | | | | 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 | X | | | | | | | | X | | |

ENTRANCE AND PROGRESSION

ENTRANCE REQUIREMENTS

Extended Foundation Degree Agriculture

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

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

To proceed to Part 2 (Level 4) of the Extended Foundation Degree Programme, students must have acquired at least 100 credits, after reassessment.

To proceed to Part 3 (Level 5) of the Foundation Degree course, students must have acquired 220 credits (100 credits at Level 3 and 120 at Level 4) after reassessment.

Students may progress to BSc/BSc (Hons) Agricultural Management (top-up) following successful completion of the FdSc Agriculture. For admission to the BSc/BSc (Hons) Agricultural Management (top-up) students would normally be expected to have successfully completed their FdSc Agriculture 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 $\frac{2}{3}$ 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 Agriculture Certificate of Higher Education in Agriculture

To qualify for the interim award of **Askham Bryan College Award in Agriculture** 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 Agriculture** 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 of Higher Education | 120 Credits |
| Award Foundation Degree | 240 Credits |

PROFESSIONAL ACCREDITATION ARRANGEMENTS

There are no professional accreditation arrangements for the FdSc Agriculture 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 Continuous Professional Development 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 on the college farm, 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 Virtual Learning Environment (VLE), which will prepare them for the autonomy expected of HE students and for Continuing Professional Development studies, post-graduation.

The in - class, online, in industry hybrid approach to learning makes it accessible to anyone, those wanting to start in the industry and develop their careers as they progress into technical or managerial roles or those wanting to improve their level of knowledge through continual professional development after time spent in the agricultural industry.

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 time constrained assessments that are running in the first semester have a late time constrained assessment at the end of Semester 1.

DOCUMENT MANAGEMENT To be completed by UCAB Academic Services

| | | | |
|--|----------------------------|---|--------------------|
| | Date completed/revised | | |
| | Approval Dates | Academic Development Committee | Date: 28 June 2023 |
| | | HE Academic Board | Date: 28 June 2023 |
| | Revision Approval Dates | HE Academic Board | Date: 15 May 2024 |
| | Approval Sign Off | Head of Quality  | Date: 28 June 2023 |
| | Revision Approval Sign Off | Head of Quality  | Date: 15 May 2024 |