University Centre
ASKHAM BRYAN YORK

Programme Specification

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

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1	KEY INFORMATION	
2	Awarding Body	Askham Bryan College
3	Programme Title	FdSc Wildlife and Environmental Conservation
4	Programme code/s	DFWEAF
5	Award Level	Foundation Degree in Science
6	HECoS code	101318
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. 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 five years respectively.
11	Where will the teaching take place?	Askham Bryan College (York)
12	Professional, Statutory and Regulatory Bodies (PSRB) Accredited	No, working towards CIEEM accreditation in the future
13	USP and Programme Context	•Learning about wildlife and the environment on the doorstep of some of the most beautiful landscapes in the UK. •Unique study environment and excellent practical facilities including licenced wildlife park and 200 acre estate. •Integrated national trips as well as multiple opportunities for international trips.
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. 6. To provide a lively, stimulating and challenging educational experience. **AWARD SPECIFIC AIMS** 1. The FdSc Wildlife and Environmental Conservation aims to provide the following: 2. To develop students' practical field skills and their ability to apply those skills in the fields of conservation, ecology and environmental management. 3. To develop each student's ability to apply detailed scientific knowledge to environmental management and conservation. 4. To equip students with a thorough understanding of business concepts relating to conservation projects and environmental management. 5. To equip students with the ability to identify, analyse and solve a range of commonly encountered problems within conservation and environmental management. 6. To develop students' ability to recognise and evaluate external factors and their influence on conservation efforts and management of populations and habitats. 7. To introduce students to academic research and develop their understanding of how this can develop and inform conservation and environmental management.

REFERENCE POINTS AND HOW THESE HAVE INFORMED THE PROGRAMME

15.1	QAA subject benchmark statements	Earth Sciences, Environmental Sciences and Environmental Studies (2019) Biosciences (2019) Business and Management (2019) Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences (2019)

15.2	QAA Frameworks for Higher Education Qualifications	The most up-to-date version is the March 2022 The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (qaa.ac.uk) We also are working within the UK Quality Code for Higher Education https://www.qaa.ac.uk/quality-code
15.3	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 (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). 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.
17	Link to The Digital Vision	Programme will be predominantly face-to-face teaching as is needed for a practical skills-based degree. Some of the more theory based modules may take on a blended approach to teaching e.g. business modules. ArcGIS software is at the forefront of the industry and therefore will be embedded throughout the programme. This links directly to The Digital Vision of the college.
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,
	Have detailed knowledge of well-established theories, ideas and terminology associated with the discipline	Lectures and seminars	Exams, essays, presentations, practicals, reports
	Interpret and explain major aspects of the theories, ideas and terminology associated with the discipline	Seminars, group work, student led learning, practicals	Exams, essays, presentations, practicals, reports
	Demonstrates an awareness of different ideas, contexts and frameworks and recognises those areas where the knowledge base is most/least secure.	Seminars, group work, student led learning, practicals	Exams, essays, presentations, practicals, reports
	Analyses, synthesises and summarises principles and concepts, recognising competing perspectives.	Lectures, seminars, group work, student led learning, practicals	Exams, essays, presentations, practicals, reports
	Undertakes research to provide new information and/or explores new or existing data to identify patterns and relationships.	Lectures, seminars, group work, student led learning, practicals	Exams, essays, presentations, practicals, reports
	Uses appropriate theoretical models to judge the significance of the data collected, recognising the limitations of the enquiry.	Lectures, seminars, group work, student led learning, practicals	Exams, essays, presentations, practicals, reports
	Collects and synthesises information to inform a choice of solutions to problems in unfamiliar contexts.	Lectures, seminars, group work, student led learning, practicals	Exams, essays, presentations, practicals, reports

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

	Students are expected to have attained the following skills and other attributes:	**Which will be gained through the following teaching and learning methods**	**and assessed using the following methods**
	Identifies external expectations and adapts own performance accordingly.	Work experience, student led learning, lectures, group work	Work placement, essays, presentations
	Undertakes complex and non-routine performance tasks	Work experience, student led learning, lectures, group work, practicals	Work placement, essays, presentations
	Analyses performance of self, and others, and suggests improvements	Work experience, student led learning, lectures, group work, practicals	Work placement, essays, presentations
	Recognise situations or issues likely to lead to conflict, and suggest appropriate actions to minimise these.	Work experience, student led learning, lectures, group work, practicals	Work placement, essays, presentations
	Recognise ethical challenges associated with the discipline, personal responsibility and professional codes of conduct.	Work experience, student led learning, lectures, group work, practicals	Work placement, essays, presentations
	Selects appropriate techniques/criteria for evaluation and discriminates between the relative relevance and significance of data/evidence collected	Lectures, seminars, group work, student led learning, practicals	Exams, essays, presentations, practicals, reports
	Proactively plan and manage time effectively and accept responsibility to improve own academic and practical performance based on feedback/reflective learning	Work experience, student led learning, lectures, group work, practicals	Work placement, essays, presentations
	Interact effectively within a team, giving and receiving information and ideas and modifying responses where appropriate.	Work experience, student led learning, lectures, group work, practicals	Work experience, student led learning, lectures, group work, practicals

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

21	PROGRAMME REQUIREMENTS				
	Module Title	Credits	Level	Module Code	Effective from:
	Level 4 COMPULSORY MODULES:				
	Academic Writing and Research	20	4	XC4201	01/09/2022
	Diversity of Life	20	4	AM4008	01/09/2022
	Conservation and Wildlife Management	20	4	AM4007	01/09/2022
	Ecological Conservation Skills	20	4	AM4009	01/09/2022
	Anthroecology	20	4	AM4003	01/09/2022
	Level 4 OPTIONAL MODULES: **Choose One**				
	Wildlife Ethics, Law and Legislation	20	4	AM4016	01/09/2022
	River and Ocean Systems	20	4	AM4015	01/09/2022
	Sum of credits available at this level	120			
	Qualification/s available upon completion of the modules above	Certificate in Higher Education in Wildlife and Environmental Conservation			

	Module Title	Credits	Level	Module Code	Effective from:
	Level 5 COMPULSORY MODULES:				
	Independent Research Project	20	5	XC5201	01/09/2022
	Professional Skills in Wildlife and Land Management	20	5	AM5016	01/09/2022
	Introduction to GIS	20	5	AM5010	01/09/2022
	Management of Habitats and Protected Areas	20	5	AM5012	01/09/2022
	Introduction to Conservation Genetics	20	5	AM5009	01/09/2022
	Level 5 OPTIONAL MODULES: **Choose One**				
	Business Enterprise	20	5	XC5202	01/09/2022
	Conservation Project and Event Management	20	5	AM5007	01/09/2022
	Sum of credits available at this level	120			
	Qualification/s available upon completion of the modules above	FdSc in Wildlife and Environmental Conservation			
	Module Compensation Exclusions The following modules are not eligible for compensation within the Wildlife and Environmental Conservation programme:	Part One Modules: None Part Two Modules: Professional Skills in Wildlife and Management			

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	
	1st year	*33%*	*13%*	*20%*	*30%*	*0%*	*24%*	*66%*	*10%*	*90%*	*10%*	
	2nd year	*61%*	*11%*	*6%*	*17%*	6%	*20%*	*70%*	*10%*	*70%*	*30%*	

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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		INDEPENDENT RESEARCH PROJECT XC5201 20 CREDITS	
DIVERSITY OF LIFE AM4008 20 CREDITS		PROFESSIONAL SKILLS IN WILDLIFE AND LAND MANAGEMENT AM5016 20 CREDITS	
ANTHROECOLOGY AM4003 20 CREDITS	ECOLOGICAL CONSERVATION SKILLS AM4009 20 CREDITS	MANAGEMENT OF HABITATS AND PROTECTED AREAS AM5012 20 CREDITS	INTRODUCTION TO CONSERVATION GENETICS AM5009 20 CREDITS
CONSERVATION AND WILDLIFE MANAGEMENT AM4007 20 CREDITS	OPTION	OPTION	INTRODUCTION TO GIS AM5010 20 CREDITS
	*OPTIONAL Choose 1	*OPTIONAL Choose 1	
	WILDLIFE ETHICS, LAW AND LEGISLATION AM4016 20 CREDITS	BUSINESS ENTERPRISE XC5202 20 CREDITS	
	RIVER AND OCEAN SYSTEMS AM4015 20 CREDITS	CONSERVATION PROJECT AND EVENT MANAGEMENT AM5007 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.

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PROGRAMME OUTCOME MAPPING

L4		PROGRAMME OUTCOMES	MODULES						
			Academic Writing and Research	Diversity of Life	Conservation and Wildlife Management	Ecological Conservation Skills	Anthroecology	Wildlife Ethics, Law and Legislation	River and Ocean Systems
			C	C	C	C	C	O	O
Knowledge and Understanding	KU1(4)	Have broad understanding of well-established theories, ideas and terminology associated with the environmental discipline		X	X	X	X	X	X
	KU2(4)	Identify strengths and weaknesses of the theories, ideas and terminology associated with the environmental discipline		X	X	X	X	X	X
Cognitive, Intellectual and Thinking	CIT1(4)	Identify and communicate principles and concepts in environmental conservation, 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			
	CIT4(4)	Collect information to inform a choice of solutions to standard problems in familiar context				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	X		
Practical and Professional	PP1(4)	Develop own role in relation to specified and externally defined parameters	X		X				
	PP2(4)	Undertake performance tasks in the environmental discipline that may be complex and non-routine, engaging in self reflection	X			X			
	PP3(4)	Work effectively with others and recognise the factors that affect team performance.	X		X	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	X	X
Employability	E1(4)	Demonstrate emerging ability to plan and manage time effectively, and accept responsibility to improve own performance based on feedback/reflective learning	X	X	X	X	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 environmental conservation discipline	X	X	X	X	X	X	X
	E4(4)	Use interpersonal and communication skills to clarify tasks, identifying and rectifying issues in a range of contexts.	X		X	X		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	

L5	PROGRAMME OUTCOMES		MODULES						
			Independent Research Project	Professional Skills for Wildlife and Land Management	Introduction to GIS	Management of Habitats and Protected Areas	Introduction to Conservation Genetics	Business Enterprise	Conservation Project and Event Management
Knowledge and Understanding			C	C	C	C	C	O	O
	KU1(5)	Have detailed knowledge of well-established theories, ideas and terminology associated with the environmental discipline			x	x	x		x
	KU2(5)	Interpret and explain major aspects of the theories, ideas and terminology associated with the environmental discipline			x	x	x		x
	KU3(5)	Demonstrates an awareness of different ideas, contexts and frameworks within the environmental discipline and recognises those areas where the knowledge base is most/least secure.			x	x	x		
Cognitive, Intellectual and Thinking	CIT1(5)	Analyses, synthesises and summarises principles and concepts, recognising competing perspectives within the environmental discipline			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		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	x
	CIT6(5)	Selects appropriate techniques/criteria for evaluation and discriminates between the relative relevance and significance of data/evidence collected.	x		x				
	CIT7(5)	Demonstrate independence, initiative and engagement with the wider learning community	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
	PP3(5)	Analyse performance of self, and others, and suggests improvements.	x	x				x	x
	PP4(5)	Recognise situations or issues likely to lead to conflict, and suggest appropriate actions to minimise these.	x	x		x		x	x
	PP5(5)	Recognise ethical challenges associated with the environmental 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	x	x	x
	E2(5)	Interact effectively within a team, giving and receiving information and ideas and modifying responses where appropriate.		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	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 environmental sector		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	
	E8(5)	Demonstrate ethos of community and civic responsibility; showing an appreciation of diversity and inclusivity		x				x	x

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Sustainable Education Mapping

Education for Sustainable Development Link to EDS Guidance	Academic Writing and Research	Diversity of Life	Conservation and Wildlife Management	Ecological Conservation Skills	Anthroecology	Wildlife Ethics, Law and Legislation	River and Ocean Systems	Independent Research Project	Professional Skills in Wildlife and Land Management	Introduction to GIS	Management of Habitats and Protected Areas	Introduction to Conservation Genetics	Business Enterprise	Conservation Project and Event Management
No Poverty			X		X	X					X			
Zero Hunger			x		X	X					X			
Good Health and Wellbeing	X		x		X						X			
Quality Education	X							X	X					
Gender Equality	X							X					x	x
Clean Water and Sanitation			x		X	X	X		X		X			
Affordable and Clean Energy									X		X			
Decent Work and Economic Growth	X							X					x	x
Industry Innovation and Infrastructure								X					x	x
Reduced Inequalities													x	x
Sustainable Cities and Communities			x		X	X	X		X		X			
Responsible Consumption and Production			x		X	X					X			
Climate Action			x		X	X	X		X	X	X			
Life below Water		x	x	X	X	X	X		X	X	X	x		x
Life on Land		X	x	X	X	X			X	X	X	x		x
Peace Justice and Strong Institutions						X								
Partnerships for the Goals													x	x

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 for 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 BSc (Top Up) Conservation and Ecology or BSc (Top Up) Zoo Management following successful completion of the FdSc Wildlife and Environmental Conservation. For admission to the BSc (Top Up) Conservation and Ecology or BSc (Top Up) Zoo Management, students would normally be expected to have successfully completed their FdSc Wildlife and Environmental Conservation 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 Wildlife and Environmental Conservation

To qualify for the interim award of **Certificate of Higher Education in Wildlife and Environmental Conservation** 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 Wildlife and Environmental Conservation 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 Management of Habitats and Protected Areas module.

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

Learning and teaching methods

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

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

Transferable skills

Modules are designed to develop the skills required to succeed on College courses, to obtain employment, to manage careers and to develop the scholarship required in a learning society. The programme includes activities to develop core skills of communication, numeracy, IT and personal development planning. Industry placement periods (normally 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			
	Date completed/revised		
	Approval Dates	HE Academic Board	Date: 24 May 2022
	Revision Approval Dates	HE Academic Board	Date: 15 May 2024
	Approval Sign Off	Head of Quality Assurance:	Date: 15 June 2022
	Revision Approval Sign Off	Head of Quality:	Date: 31 August 2023
	Revision Approval Sign Off	Head of Quality:	Date: 15 May 2024