Kingston University London

BSc (Hons) Animal Management (Top Up) Degree

PROGRAMME SPECIFICATION

Date Specification Produced: 10th April 2019

Date Specification Last Revised: n/a

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Course Guide, on Canvas and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Title:	BSc (Hons) Animal Management (Top Up) Degree
Awarding Institution:	Kingston University
Teaching Institution:	North East Surrey College of Technology (Nescot)
Location:	Nescot College
Programme Accredited by:	N/A

SECTION 2: THE PROGRAMME

A. Programme Introduction

The BSc (Hons) Animal Management (Top Up) Degree has been designed to provide a mechanism whereby graduates of the Kingston University Foundation Degree in Animal Management can top-up their qualification to a Bachelor of Science Honours Degree.

This course will support students to develop the skills and knowledge required to work in the hugely varied land-based industry. Giving a broad overview of working with animals, the course will allow students to develop their knowledge base in animal nursing, conservation and research, whilst at the same time putting theory into practice at Nescot's substantial animal care facilities. This will give students the opportunity to develop high standards of education within a vocational setting that is not commonly available at Higher Education Institutions.

A key and exciting feature of the programme is the opportunity for students to take part in a marine conservation research expedition where they will undertake genuine field work. This can be used to collect data towards their chosen research project (however alternative opportunities to undertake field work and collect data are available for students whose main area of interest is not marine conservation).

Furthermore, an additional module has been included focusing on Principles of Marketing and Enterprise for the Land-based Industries. This module provides a fundamental understanding of the make-up of land-based industry, in particular the way in which businesses are structured and how they operate. In addition, the ability to apply marketing principles will be developed, with a specific focus on the role of digital marketing. The resulting knowledge and skill sets will be applicable to students setting up their own business or supporting the goals of an employer within the land-based sector.

The programme presents a unique opportunity to complement studies with extensive work based learning to gain industry experience and wider employability skills. The College has extensive links with industry partners, such as Chessington Zoo and the Blue Cross, giving students priority access to work experience opportunities.

The land-based sector is increasingly demanding higher levels of skill from their workers, and the proposed BSc (Hons) will serve to produce knowledgeable, industry competent employees. The latest data from the Sector Skills Council for the environmental and land-based sectors (LANTRA) predicts that the land-based industry will need an additional 90,000 new employees by 2020, including higher than average skills shortage vacancies (27% in the land-based sector versus 16% on average). Career opportunities include veterinary medicine, animal collection managers and animal behaviourists and trainers.

Teaching and learning will take place at Nescot College, where the land-based department spans two-thirds of the campus. The facilities are an oasis of calm nestled within the vibrant suburban surroundings of Ewell, which has excellent transport links. Ewell East train station is a short walk from the campus and travel time to London Victoria is around half an hour.

The animal care unit is home to a wide range of species, including livestock animals such as sheep and poultry; domestic pet species such as rabbits and rodents; and captive exotic species including reptiles and amphibians. As at 2019, the collection contains over 400 individuals including mammals, birds, reptiles, amphibians, fish and invertebrates which allow students to easily apply theory to practice on a regular basis. This will allow students to develop the practical skills necessary to successfully enter the animal and land-based industry across the range of taxa commonly kept in captive animal collections or as companion animals.

Priest Hill, Surrey Wildlife Trust's 35-hectare restored chalk grassland, is easily accessed by a bridle path directly from Nescot College. Priest Hill is an important reserve in terms of the Living Landscape and provides excellent hands-on outdoor learning experiences for students. The College is home to a rehoming cattery run in partnership with the Blue Cross animal charity. In addition, the College has functional links with Chessington Zoo and Aquarium, which is only four miles away.

B. Aims of the Field/Course

The BSc (Hons) Animal Management (Top Up) Degree aims to:

- provide a lively, stimulating and challenging educational experience allowing students the opportunity to explore a range of career areas within the land-based industry.
- develop aspirations in chosen fields through the use of teaching and learning experiences in and out of the classroom.
- develop students' understanding and ability to make connections within their learning and from a broader perspective.
- produce graduates possessing extensive independent learning skills, who are able to critically review and evaluate scientific literature and communicate their findings effectively.
- develop each student's ability to apply complex scientific knowledge towards the improvement of animal welfare requirements.
- develop students' ability to consistently apply efficient and effective practical skills in a variety of industry standard animal management environments.
- develop the employability of students by refining their ability to be adaptive and proactive, to innovate and solve problems and to communicate effectively with others.

C. Intended Learning Outcomes

The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas. The course outcomes are referenced to the QAA subject benchmarks for Agriculture, horticulture, forestry, food, nutrition and consumer sciences (2016) and the Framework for Higher Education Qualifications of UK Degree Awarding Bodies in England, Wales and Northern Ireland (2014), and relate to the typical student.

Course Learning Outcomes					
	Knowledge and Understanding On completion of the course students will be able to:		**Intellectual Skills** On completion of the course students will be able to:		**Subject Practical Skills** On completion of the course students will be able to:
A1	Examine the legal obligations and ethical conduct of veterinary staff and discuss the legal limits of the treatment of animals by persons other than veterinary surgeons.	B1	Demonstrate appropriate independent learning skills.	C1	Demonstrate use of care plans for a range of animal injury and ill health conditions.
A2	Discuss the importance of conservation strategies and critique their value.	B2	Make connections based on research informed understanding and from a broader perspective.	C2	Safely handle a range of injured animals correctly.
A3	Analyse the different types and scope of organisations in the land-based sector.	B3	Debate and justify a chosen conservation strategy whilst appraising its effectiveness.	C3	Undertake field research techniques and ecological surveying.
A4	Critically review the issues surrounding conservation with climate change and rewilding initiatives.	B4	Critically evaluate a range of qualitative and quantitative research methods and select data collection and analysis techniques appropriate to their research proposal.	C4	Illustrate the use of digital technology for marketing purposes.

In addition to the course learning outcomes identified overleaf, the programme of study defined in this course specification will allow students to develop a range of key skills.

Key Skills						
Self-Awareness Skills	**Communication Skills**	**Interpersonal Skills**	**Research and information Literacy Skills**	**Numeracy Skills**	**Management & Leadership Skills**	**Creativity and Problem Solving Skills**
Take responsibility for own learning and plan for and record own personal development	Express ideas clearly and unambiguously in writing and the spoken word	Work well with others in a group or team	Search for and select relevant sources of information	Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data	Determine the scope of a task (or project)	Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems
Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback	Present, challenge and defend ideas and results effectively orally and in writing	Work flexibly and respond to change	Critically evaluate information and use it appropriately	Present and record data in appropriate formats	Identify resources needed to undertake the task (or project) and to schedule and manage the resources	Work with complex ideas and justify judgements made through effective use of evidence
Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets	Actively listen and respond appropriately to ideas of others	Discuss and debate with others and make concession to reach agreement	Apply the ethical and legal requirements in both the access and use of information	Interpret and evaluate data to inform and justify arguments	Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary	
Work effectively with limited supervision in unfamiliar contexts		Give, accept and respond to constructive feedback	Accurately cite and reference information sources	Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data	Motivate and direct others to enable an effective contribution from all participants	
		Show sensitivity and respect for diverse values and beliefs	Use software and IT technology as appropriate			

D. Entry Requirements

The minimum entry qualifications for the programme are:

FdSc in a related subject.

Mature students lacking the above qualifications, but with significant and appropriate industry experience may apply, and eligibility will be assessed by interview and portfolio of evidence. A range of alternative qualifications or experience that is equivalent to the typical offer will be considered.

Applications from international students with equivalent qualifications are welcome. A minimum IELTS score of 6.0 with a minimum of 5.5 in any component, or equivalent is required for those for whom English is not their first language.

E. Programme Structure

This programme is offered in full-time/part-time mode, and leads to the award of BSc (Hons) Degree. Entry is at Level 6 with Foundation Degree qualification (see section D). Transfer from a similar course is possible at Level 6 with passes in comparable Level 5 modules – but is at the discretion of the course team. Intake is normally in September.

E1. Professional and Statutory Regulatory Bodies

None.

E2. Work-based learning, including sandwich courses

Some modules within the course have a practical or simulated ‘work based learning’ element, for example ‘Small Animal Nursing’.

Work experience is actively encouraged – although it is the responsibility of individual students to source and secure such experience. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

Students will have the option to participate in an educational research expedition as part of the Conservation (Terrestrial and Marine) module. This provides a unique opportunity to gain genuine experience of field work in some of the most biodiverse habitats in the United Kingdom. For those students unable to attend, alternative opportunities can be arranged.

E3. Outline Programme Structure

A student must complete 120 credits at Level 6. All students will be provided with the University regulations. Full details of each module will be provided in module descriptors and student module guides.

Compulsory modules	Module code	Credit Value	Level	Teaching Block
Animal Management Research Project	LS6710	30	6	1&2
Small Animal Nursing	LS6711	30	6	1&2
Principles of Marketing and Enterprise for the Land-based Industries	LS6712	30	6	1&2
Conservation (Terrestrial and Marine)	LS6713	30	6	1&2

F. Principles of Teaching, Learning and Assessment

The course utilises a wide range of teaching and learning methods with a strong focus on independent and group work. This is reinforced by extensive links to industry to put theory and skills into practice in real work settings. Students develop knowledge, understanding, cognitive, practical and other transferable skills suitable to enable progression to MSc or employment.

During induction, students are fully briefed on the opportunities available to them and links to employers and self-employed former students. They are motivated by early trips to industry partners such as Chessington Zoo and guest speakers from industry who travelled a similar educational path to success. They are allocated their personal tutor during induction, who will then follow them throughout the length of the course.

Teaching and learning will focus on developing academic skills and through research informed teaching strategies. Teaching and learning methods are adapted to suit the content and the learning outcomes of the module; with varying levels of lecture style delivery to impart knowledge and practical application of knowledge to develop skills.

Through a variety of group and individual based seminar, practical and laboratory sessions, students are then given the opportunity to develop more individual interests and key skills. In addition, planned field work, industry visits and guest speakers will be threaded through the curriculum to support the core teaching and learning.

The development of academic skills is embedded throughout the course and assessed both formatively and summatively. This is balanced with employability and vocational competencies. The balance between lectures and tutorial/seminar/practical time is a deliberate effort to allow theoretical and generic knowledge taught in lectures to be given context and meaning in real-world

scenarios. This is achieved through the use of case studies, research data, the students' own experience and student led inquiry based learning or experiential approaches in smaller group sessions.

The teaching and learning approach at level 6 will rely heavily on formal lectures to ensure that students have the key knowledge relating to the module and a sound base within their subject. Supporting tutorials, seminar or practical sessions will be used to encourage exploration of the knowledge base by tutor led discussion and application of theories.

A range of assessment methods are used that enable students to demonstrate the acquisition of knowledge and skills which include but not limited to practical competency, written coursework, oral presentations, data analysis, in-class tests, case studies, newspaper articles and presentations.

The assessment regime for each module has been designed to provide formative opportunities that allow students to practice and to receive feed forward appraisal of their performance in preparation for the summative assessment. Care has been taken to avoid assessment bunching to allow every student opportunity to perform at their best. Utilising a full range of assessment procedures not only ensures that a graduate has extended their knowledge and understanding but further developed key and transferable skills necessary for employment and lifelong learning.

Guidelines for **guided independent study** will be provided by each module leader. Students will be provided with pre-reading list and set weekly reading targets. Students will also be advised of suitable social media channels to follow and utilise as educational tools in line with politics, environmental politics, business and marketing ideas and development. Guided independent study will include academic mentoring sessions and utilise external employers and guest speakers that will be further discussed within classroom sessions.

G. Support for Students and their Learning

Students are supported by:

- A Personal Tutor to provide academic and personal support
- A Module Leader for each module
- A Course Director to help students understand the programme structure
- Technical support to advise on laboratory practices
- Technical support to advise on practical animal husbandry techniques
- Technical support to advise students on IT and the use of software
- An induction week at the beginning of their studies (Kingston & Nescot)
- Staff Student Consultative Committee
- Weblearn – a versatile on-line interactive intranet learning environment
- Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
- Disabled student support
- The Union of Kingston students
- Careers and Employability Service

Tutorials

Students will be provided with a scheduled one-to-one and group sessions each semester that provide opportunity for reflection, target setting and action planning of study and career targets. Additional group tutorials may also be organised to increase understanding of previously covered practical or theoretical concepts.

Tutor and student comments will be documented on Nescot pro-monitor software to provide a commentary of 1:1s over the academic year. Students are advised to set targets and comment on their progress.

Personal and academic tutorial support

Each student will be allocated a personal tutor who will remain with the student throughout the programme. This will provide consistency of support and familiarity. The aim of the Personal Tutorial Scheme (PTS) is to support students to pass the programme, to provide an opportunity for all to comment on how things are going at the University and College and help progression on to the next step in education or a career.

Personal development planning (PDP)

Personal Development Planning (PDP) is a process that enhances and supports the students in reviewing, building and reflecting upon personal, professional and educational development. Review of PDP includes: assessment of academic support requirements, academic progress, action plans that feed forward to the next session, planning for employment, personal issues that are relevant to the student's progress and a section for reflection (both academic and professional).

Health support

Both the University and College provide access to a nurse during some of the week, as well as a counsellor for more personal and emotional health needs. Nescot also has sports therapy and osteopathic clinics available to students at a discounted rate.

Administration support

Both the University and College have designated student finance officers who can provide advice with student loans and accommodation.

Learning support

Both the University and College have designated learning support departments that can carry out assessments and provide support in the form of a drop-in or more regular support sessions. Nescot can provide one-to-one or small group support with a Learning Support Tutor for students with additional support needs.

Libraries and Learning Resources Centres (LRC)

Both the University and College have Libraries and LRCs, which provide a comprehensive collection of textbooks and other study aids including journals, newspapers and audio-visual materials. Many of these resources can be accessed remotely from the Kingston and Nescot websites and the virtual learning environments. There are a range of on-line databases suitable for research. Laptop access in the classroom supports teaching, learning and assignment completion. The LRC's provide ready access to PCs and on-line resources as well as assistive technology and Information Technology (IT) support staff. The IT support staff offer a range of workshops to develop students' IT skills in such areas as word-processing, internet searching. All teaching sessions at the college are roomed with access to Smartboard (interactive whiteboard) to allow for maximum modelling of good practice in the use of learning technologies for teaching and learning.

Animal Care Facilities

At Nescot there are designated animal care and land-based facilities for practical activities. The facilities cover 20 acres and are home to over 400 individuals from a wide range of taxa, including mammals, reptiles, amphibians, birds, fish and amphibians.

H. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Boards of study with student representation
- Annual monitoring and enhancement
- Periodic review undertaken at subject level
- Student evaluation
- Moderation policies

I. Employability Statement

Preparation for work is an integral part of the BSc (Hons) Animal Management (Top Up) Degree. The programme has been designed to enable students to develop their employability skills to support progression and success in a competitive industry. During the programme students will gain a proficient knowledge of areas including ecology, behaviour, welfare health and husbandry; experience and competence in using high-level equipment and software that will enhance employment and lifelong learning opportunities in the industry.

As well as the provision of practical skills, this course develops the transferable skills required for success in the workplace, specifically communication, information technology, numeracy and data analysis, personal and career management, team-working, problem solving and independent research.

Students' generic employability skills are developed throughout the course, both through activities that are embedded within the syllabus and events such as Careers Fairs. To best prepare students for the workplace, students are encouraged to reflect on and identify what they have learned, whether academically or in terms of transferable skills, and how these may be relevant to employment. They are also encouraged to explore the job market for possible career paths and to consider attributes that employers look for in graduates above and beyond essential academic skills. These include initiative, the ability to work in teams, manage time and prioritise workload, the desire to learn, the motivation to improve performance, appropriate communication and presentation skills in all their forms.

Utilising the course teams' extensive links with numerous employers, there is further opportunity to undertake live employer projects within the industry. Employer links include Thompson Ecology, ZSL London Zoo, Port Lympne Animal Park, the Blue Cross and Dogs for Good.

The Employment Hub at Nescot College provides support to students seeking employment guidance prior to, during and after their course of study. In particular, the Careers Advisers are available to meet with students on a one-to-one basis and in group sessions to develop career planning, to practise interview skills and to prepare CVs. We have well established links with hundreds of local and national employers to support the career opportunities of students studying in the land-based sector.

J. Approved Variants from the Undergraduate Regulations

None

K. Other sources of information that you may wish to consult

Development of Field/Course Learning Outcomes in Modules

This map identifies where the field/course learning outcomes are **summatively** assessed across the modules for this field/course. It provides an aid to academic staff in understanding how individual modules contribute to the field/course aims, a means to help students monitor their own learning, personal and professional development as the field/course progresses and a checklist for quality assurance purposes.

Module code		**Level 6**			
		BSc Top Up Research Project	Small Animal Nursing	Principles of Marketing and Enterprise for the Landbased Industries	Conservation (Terrestrial and Marine)
Knowledge & Understanding	A1				
	A2				
	A3				
	A4				
Intellectual Skills	B1				
	B2				
	B3				
	B4				
Practical Skills	C1				
	C2				
	C3				
	C4				

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.

Assessment Calendar

This table indicates the weeks that summative assessments will be published and when they will be due to be submitted or sat (exams).

Module Title	Assessment Element	Brief published	Submission Week	Feedback Week
Level 6		**Week Commencing…**		
Animal Management Research Project	1 Practical Exam	02.09.19	21.10.19	25.11.19
	2 Coursework	02.09.19	30.03.20	04.05.20
	3 Practical Exam	02.09.19	18.05.20	18.05.20
Small Animal Nursing	1 Coursework	02.09.19	18.11.19	09.12.19
	2 Practical Exam	02.09.19	03.02.20	02.03.20
	3 Coursework	02.09.19	04.05.20	18.05.20
Principles of Marketing and Enterprise for the Land-based Industries	1 Coursework	02.09.19	02.12.20	13.01.20
	2 Coursework	02.09.19	09.03.20	30.03.20
Conservation (Terrestrial and Marine)	1 Coursework	02.09.19	06.01.20	27.01.20
	2 Practical Exam	02.09.19	24.02.20	16.03.20
	3 Coursework	02.09.19	06.04.20	11.05.20

Technical Annex

Final Award(s) and Title(s):	BSc (Hons) Animal Management
Intermediate Award(s):	BSc Animal Management
Minimum period of registration:	Full Time: 1yrs Part Time: 2yrs
Maximum period of registration:	Full Time: 1yrs Part Time: 2yrs
FHEQ Level for the Final Award:	6
QAA Subject Benchmark:	Agriculture, Forestry, Agricultural Sciences, Food Sciences, Nutrition and Consumer Sciences
Degree Apprenticeship standard:	n/a
Modes of Delivery:	Full Time and Part Time
Language of Delivery:	English
Faculty:	Science, Engineering and Computing
School:	Life Sciences, Pharmacy and Chemistry
Department:	Applied and Human Sciences
HECoS Code:	100518
UCAS Code:	TBC
Course/Route Code:	Full Time: UFAMG1AMG21 Part Time: UPAMG1AMG21