



The Open  
University

## Programme specification

### 1. Overview/ factual information

<b>Programme/award title(s)</b>	Foundation Degree Animal Welfare and Management
<b>Teaching Institution</b>	NESCOT
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	March 2022
<b>Date of latest OU (re)validation</b>	N/A
<b>Next revalidation</b>	2027/28
<b>Credit points for the award</b>	240
<b>UCAS Code</b>	TBC
<b>HECoS Code</b>	100518
<b>LDCS Code (FE Colleges)</b>	TBC
<b>Programme start date and cycle of starts if appropriate.</b>	September 2022
<b>Underpinning QAA subject benchmark(s)</b>	Subject Benchmark for Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences. QAA 2019 - See appendix
<b>Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.</b>	The UK Quality Code for Higher Education  Higher Education Credit Framework for England: Advice on Academic Credit Arrangements
<b>Professional/statutory recognition</b>	N/A
<b>For apprenticeships fully or partially integrated Assessment.</b>	N/A
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face) Apprenticeship</b>	Full time
<b>Duration of the programme for each mode of study</b>	Full Time: 2 years
<b>Dual accreditation (if applicable)</b>	N/A
<b>Date of production/revision of this specification</b>	August 2022

**Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.**

**More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.**

**The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.**

## 2.1 Educational aims and objectives

### **Educational Aims:**

The Foundation Degree (FD) Animal Welfare and Management programme aims to:

- Provide the appropriate knowledge, skills and understanding required for working and within the broad scale of the land-based sector and develop aspirations in chosen field.
- Develop the research skills, scientific knowledge, and practical skills necessary to reflect, problem solve, research, and apply to changing environments and improved understanding of animal welfare factors.
- Develop confidence in the practical application of working and managing elements of the animal care, husbandry and welfare industries to include animal care units, zoos and wildlife sites.
- Provide the key skills and knowledge needed to enable progression to further academic study and / or professional qualifications that ensures graduate leadership within land-based settings and improved employment opportunities.
- Provide a progression route through BSc Top up or to selected employment route.

### Objectives:

At the end of the programme students will be able to develop the practical skills and underpinning knowledge and motivation to:

- Confidently work within the land-based sector and understand key tasks in facility management and maintaining high welfare standards.
- Carry out animal husbandry tasks to high standards integrating environmental and conservation considerations.
- Develop underpinning knowledge of animal physiology and functions and apply to overall animal welfare
- Develop practical laboratory skills and apply these to animal welfare and good husbandry practices.
- Apply the key anthrozoological theory to human/animal interactions.

- Utilise findings on animal cognition to husbandry practices and raising welfare standards.
- Apply ecological practices and concerns to British wildlife and local environments.

## 2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

This course is being developed as part of a broader HE strategy in response to student demand (see appendix A FD Animal Management demand). It capitalises on NESCOL's expertise and reputation for exemplary practice in the delivery of the current Foundation and Top Up degree (see student feedback). The course will focus on both progressing Level 3 students as well as integrating external applicants.

It will allow for more autonomy to develop a curriculum content and assessment strategies that are more suited to the employment needs of the local area and the overall growing land-based sector.

The team responsible for delivering the programme have a broad range of expertise within the sector from practical elements such as zookeeping, zoo education, animal behaviour and training, ecotourism, animal nursing and are trained to BSc, Masters and the course lead is currently completing a PhD in Ocean sciences and Conservation. Staff have a range of managerial experience within zoos, vet practices and the RSPCA.

The modules are designed to provide underpinning knowledge of a range of animal-based topics incorporating behaviour, physiology, environment, welfare and most importantly be able to transfer this knowledge and apply to practical scenarios and settings.

As members of various national bodies (TFL) all teaching and learning is informed by current research and proven best practice, as shared by the different associations and university institutions, resulting in all taught content being reflective of current needs and demands from local employers (see appendix). The modules are designed to accommodate changes in the sector as they focus on current welfare standards, a greater understanding of animal cognition and environment demands and improving upon current animal husbandry practices. The inclusion of the work based learning modules (Industry Skills Development and Industry Project) allow learners an insight into the most up to date practices and challenges faced by employers and provides opportunities for learners to compare this to current research.

In response to students' feedback, a Top-Up degree is also being developed (i.e., BSc Top up in Animal Management and Conservation) at NESCOL, it is envisaged that this new Foundation Degree course will feed into the Level 6 Top Up programme. This pathway would be of interest to students on the level 3 Animal Management at NESCOL or other colleges and it is envisaged that students who have gained a Level 5 elsewhere would also be interested in the specialised and current nature of the Top up.

The Top-Up degree is designed to further develop student's animal management skills, as well as setting these in the context of conservation to highlight the interrelationships between the two areas. This will ensure that students are well placed to meet the specific professional needs of industry and emerging job roles and modules developed under these needs and student interest and feedback.

In recognition of student choice, the credits from NEScot's Foundation Degree would be transferable to other Top -Ups in other institutions.

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

It is anticipated that students will build on existing relationships with local organisations such as Hobbledown Adventure Farm Park and Zoo (was Horton Park), Godstone Farm and Deen City Farm who have consistently hosted students from Nescot on work placements over the years. Our aim is to also continue to work closely with Surrey Wildlife Trust who have previously allowed work placement students access to restricted areas to enhance learning. Students will also have to opportunity to work as volunteers for Cats Protection for whom we run an on-site cattery in exchange for free access to a range of personal development programmes.

**Level 4**

	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>
Industry Skills Development	AM02ISD	30	4	1&2

**Modules Level 5:**

**Level 5**

	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>
Industry Project	AM24RMP	30	5	1

#### 2.4 List of all exit awards

**Certificate of Higher Education in Animal Welfare and Management:**

To be eligible for this exit award a student must successfully completed 120 credits at Level 4. Progression to level 5 requires successful completion of all Level 4 modules.

**Foundation Degree in Animal Welfare and Management**

To be eligible for this exit award a student must have passed 240 credits in total. 120 credits at Level 4 and 120 credits at Level 5.

<b>Compulsory modules</b>	<b>Credit points</b>	<b>Module code</b>	<b>Optional modules</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Mammalian Anatomy and Physiology	30	AM01AAP	n/a	Yes	1&2
Industry Skills Development	30	AM02ISD	n/a	No	1&2
Collections Management	30	AM03CMM	n/a	Yes	1&2
Laboratory Skills	15	AM04LSK	n/a	Yes	2
Research skills	15	AM05RSS	n/a	Yes	1

Intended learning outcomes are listed below:

<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A1:</b> Describe legislation dealing with animal welfare and show application in relevant context.</p> <p><b>A2:</b> Discuss the resilience of species to their environmental setting (captive and non captive)</p> <p><b>A3:</b> Demonstrate knowledge of anatomical and physical structures of a range of species</p> <p><b>A4:</b> Demonstrate understanding of microbiology principles</p> <p><b>A5:</b> Evidence an understanding of research processes to include hypothesis formation, methodology and data collection</p>	<p><b>Active and Experiential Learning:</b> To enhance current level of knowledge in modern conservation, local and global environments and apply problem-based learning techniques. Students will be directed to be responsible for own learning journey but there will be elements of collaborative learning in-class to develop understanding.</p> <p><b>Formal Approaches &amp; Assessment:</b> Students' theoretical input will be through lectures, workshops, and seminars. There is a strong emphasis on independent research and self-assessment skills.</p> <p>The assessment strategies employed are designed to include formative and summative assessments which test the learning outcomes of the programme and give opportunities for students to get feedback using group presentations, individual presentations, essays, individual reports, case studies, data interpretation exercises. Where appropriate alumni from other courses and guest speakers will be invited.</p> <p><b>Assessment strategies specific to these learning outcomes:</b> Assessments will take a more modern approach including blogging, created trends on social media, writing newspaper articles as well as report writing and essays.</p>

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B1:</b> Competently carry out independent research and evaluate current scientific literature</p> <p><b>B2:</b> Reflect on personal development through work-based practice</p> <p><b>B3:</b> Discuss the importance of links between research, scientific understanding and animal welfare and make suggestions on suitable changes</p> <p><b>B4:</b> Recognise the needs of a diverse range of stakeholders</p>	<p>The teaching and learning methods employed will provide students with a range of practical and vocational skills.</p> <p><b>Active and Experiential Learning:</b> To enhance and improve current working practice and the link to animal welfare, there is an emphasis on learning through observations and managing others on the animal care unit followed by group work, individual and group presentations, recorded footage, ICT and social media. Students will be encouraged to share experiences and exchange exemplars of good practice all with the objective of improving animal welfare.</p> <p>Learners will reflect on the application of husbandry skills in their Industry Skills Development module and through other practical elements of assessment.</p> <p><b>Formal Approaches &amp; Assessment:</b> More formal methods of teaching will include a combination of lectures, workshops, seminars &amp; tutorials.</p> <p>The assessment strategies employed are designed to include formative and summative assessments which test the learning outcomes of the programme and give opportunities for students to get feedback using group presentations, individual presentations, essays, individual reports.</p>



### 3B. Cognitive skills

Where appropriate alumni from other courses and guest speakers will be invited.

**Assessment strategies specific to these learning outcomes:**

Assessments will take a more modern approach including blogging, created trends on social media, writing newspaper articles as well as report writing and essays.

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1:</b> Apply animal husbandry knowledge to a suitable industry setting</p> <p><b>C2:</b> Apply skills of animal observation to the development of an animal welfare improvement plan.</p> <p><b>C3:</b> Identify and apply the link between animal physiology and animal welfare</p> <p><b>C4:</b> Apply skills of research and analysis to produce a literature review</p> <p><b>C5:</b> Apply practical industry skills to a competent standard</p> <p><b>C6:</b> Record laboratory research findings accurately in an industry recognised format</p>	<p>The teaching and learning methods employed will provide students with a range of opportunities to further develop their practical application within an animal establishment.</p> <p><b>Active and Experiential Learning:</b> Students will be guided through current working practices on the animal care unit to help establish key skills required in their work placements. They will be guided through day-to-day runnings of the establishment and develop an understanding for the business and management considerations required when running an animal-based establishment. They will apply these findings to other modules such as welfare, husbandry and anthrozoology.</p> <p><b>Formal Approaches &amp; Assessment:</b> Assessments will take a more modern approach including blogging, created trends on social media, writing newspaper articles as well as report writing and essays.</p> <p><b>Assessment strategies specific to these learning outcomes:</b> Practical skills are assessed through observational records.</p>

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1:</b> Demonstrate the ability to critique animal collections.</p> <p><b>D2:</b> Actively critique current research and apply to animal industries.</p> <p><b>D3:</b> Communicate in a reflective, balanced manner when addressing current issues using appropriate communication methods for a non-scientific audience</p> <p><b>D4:</b> Describe key principles of biology</p> <p><b>D5:</b> Implement effective adherence to health and safety protocols</p>	<p>The teaching and learning methods employed will provide students with a range of practical transferable skills that can be applied to a range of careers within the land-based sector.</p> <p><b>Active and Experiential Learning:</b> To enhance and improve current working practice, there is an emphasis on learning from others via peer review, group work, individual and group presentations, recorded footage, ICT and social media. Students will be encouraged to share experiences and exchange exemplars of good practice.</p> <p><b>Formal Approaches &amp; Assessment:</b> More formal methods of teaching will include a combination of lectures, seminars &amp; tutorials.</p>

<b>Compulsory modules</b>	<b>Credit points</b>	<b>Module code</b>	<b>Optional modules</b>	<b>Is module compensatable ?</b>	<b>Semester runs in</b>
Animal Behaviour	30	AM21ABH	N/A	Yes	1+2
Ecology	15	AM22EPP	N/A	Yes	1+2
Anthrozoology	15	AM23ANT	N/A	Yes	1+2
Industry Project	30	AM24RMP	N/A	No	1
Animal Welfare	30	AM25LAW	N/A	Yes	1+2

Intended learning outcomes at Level 5 are listed below:

<u>Learning Outcomes – LEVEL 5</u>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A1:</b> Interpret select animal behaviours and apply cognition in an animal setting</p> <p><b>A2:</b> Use different sources to extract a range of information relating to animal welfare</p> <p><b>A3:</b> Discuss the importance of welfare application to industries</p> <p><b>A4:</b> Illustrate the links between population surveys and animal management.</p>	<p>The teaching and learning methods employed will provide students with a range of opportunities to further develop their understanding of animal within our care.</p> <p><b>Active and Experiential Learning:</b> To enhance and improve current working practice and practical skills, there is an emphasis on learning from others via observations, group work, individual and group presentations, recorded footage, ICT and social media.</p> <p>There are opportunities to engage with presentations, case studies, project work, practical activities, problem – based scenarios, practice – based case studies, quizzes, and workshops. All of these will build upon the practical experience of students and provide opportunities for practical skill development.</p> <p><b>Formal Approaches &amp; Assessment:</b> More formal methods of teaching will include a combination of lectures, seminars &amp; tutorials.</p> <p>The assessment strategies employed are designed to include formative and summative assessments which test the learning outcomes of the programme</p>

**Learning Outcomes – LEVEL 5**

**3A. Knowledge and understanding**

and give opportunities for students to get feedback using group presentations, individual presentations, essays, individual reports, case studies, data interpretation exercises. Where appropriate, alumni from other courses and guest speakers will be invited.

**3B. Cognitive skills**

**Learning outcomes:**

- B1:** Evaluate and critique methodology used in behaviour and modification.
- B2:** Apply research techniques to relevant workplace practice through industry project
- B3:** Compare and justify scientific methodology in industry and ecological settings
- B4:** Calculate and analyse population growth and cycles
- B5:** Develop a scientific project selecting a suitable methodology within an animal setting
- B6:** Evaluate the impact that animals within our care have on other species

**Learning and teaching strategy/ assessment methods**

The teaching and learning methods employed will provide students with a range of opportunities to further

**Active and Experiential Learning:**  
To enhance and improve current working practice and practical skills and review current systems and procedures within an animal establishment.

There are opportunities to engage with presentations, project work, practical activities, problem – based scenarios, practice – based case studies, quizzes, and workshops. All of these will build upon the practical experience of students and provide opportunities for self – reflection leading to personal and professional development.

**Formal Approaches & Assessment:**

<b>3B. Cognitive skills</b>	
	<p>More formal methods of teaching will include a combination of lectures, seminars &amp; tutorials.</p> <p>The assessment strategies employed are designed to include formative and summative assessments which test the learning outcomes of the programme and give opportunities for students to get feedback using group presentations, individual presentations, essays, individual reports, case studies, data interpretation exercises. Where appropriate alumni from other courses and guest speakers will be invited.</p>

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1:</b> Draw on theoretical knowledge and apply to practical skills and animal elements.</p> <p><b>C2:</b> Diagnose abnormal behaviours and link to captive welfare</p> <p><b>C3:</b> Describe the diversity of health of animal ecosystems and habitats</p> <p><b>C4:</b> Apply and communicate research to varying contexts</p>	<p>The teaching and learning methods employed will provide students with a range of opportunities to further develop practical skills suited to the animal sector. Students are encouraged to experience a range of work-based learning throughout their programme both within the college, through their work placement and with partner organisations through field work and observation.</p> <p><b>Active and Experiential Learning:</b> Students will be guided through current working practices on the animal care unit. They will be guided through day-to-day runnings of the establishment and develop an understanding for the business and management considerations</p>

<b>3C. Practical and professional skills</b>	
	<p>required when running an animal based establishment. They will need to apply findings to their work placement to draw ideas for a relevant industry project but will also use this to inform content for other units such as animal behavior and animal welfare.</p> <p><b>Formal Approaches &amp; Assessment:</b> More formal methods of teaching will include a combination of lectures, workshops, practical sessions, seminars &amp; tutorials.</p> <p>The assessment strategies employed are designed to include formative and summative assessments which test the learning outcomes of the programme and give opportunities for students to get feedback using group presentations, individual presentations, essays, individual reports, case studies, data interpretation exercises.</p>



<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1:</b> Examine and dissect existing research and apply to scientific write up</p> <p><b>D2:</b> Contextualise knowledge and apply to animal concerns</p> <p><b>D3:</b> Interpret and evaluate animal behaviours</p> <p><b>D4:</b> Undertake self-directed study and project management</p> <p><b>D5:</b> Interpret and use numerical and other forms of data</p>	<p>The teaching and learning methods employed will provide students with a range of opportunities to further develop practical skills that can be applied across the diverse animal sector.</p> <p><b>Active and Experiential Learning:</b> Students will be guided through current working practices on the animal care unit. They will be guided through day-to-day runnings of the establishment and develop an understanding for the business and management considerations required when running an animal based establishment. Here they will need to apply findings from other modules such as welfare, husbandry and anthrozoology and apply it to a practical setting.</p> <p><b>Formal Approaches &amp; Assessment:</b> More formal methods of teaching will include a combination of lectures, workshops, practical sessions, seminars &amp; tutorials.</p> <p>The assessment strategies employed are designed to include formative and summative assessments which test the learning outcomes of the programme and give opportunities for students to get feedback using group presentations, individual presentations, essays, individual reports, case studies, data interpretation exercises. Where appropriate alumni from other courses and guest speakers will be invited.</p> <p><b>Assessment strategies specific to these learning outcomes:</b></p>

<b>3D. Key/transferable skills</b>	
	The development of transferable skills is achieved through many aspects of the teaching and learning strategies i.e., writing skills; research skills; group work; the use of ICT and management strategies

#### 4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
  - where in the structure above a professional/placement year fits in and how it may affect progression
  - any restrictions regarding the availability of elective modules
  - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
  - how the delivery of the academic award fits in with the wider apprenticeship
  - the integration of the 'on the job' and 'off the job' training
  - how the academic award fits within the assessment of the apprenticeship

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 will develop knowledge, understanding, cognitive, practical, and other transferable skills suitable to enable progression to Level 6.

Teaching and learning will focus on developing academic standards and research skills and through informed teaching strategies, but the course will focus of the importance of practical skills, capabilities and apply these to the working environment. 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 practical competency and skills and the application of findings within modules like animal welfare is embedded throughout the course with the expectation that these will be applied to the working environment. Developing underpinning knowledge and its subsequent application will be assessed both informatively and summatively. This is balanced with employability and vocational competencies and the current demands of the land-based industry. The balance between lectures and tutorial/seminar/practical time across levels 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 using 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 4 and 5 will rely on formal lectures but with practical sessions to ensure that students have the key knowledge relating to the module and a sound base within their subject. Hand-on experience in the Industry Skills Development and Industry Project modules will also give scope for learners to apply their theoretical understanding to real working practices. Building the work-based learning modules from assessing basic husbandry skills and reflective practice at level 4 to participatory research at level 5 allows students the space to feel confident with their practice before looking to apply understanding more explicitly to their work practice. The Industry Project gives students an appreciation of participatory research as a transformative process and acknowledges the significance of becoming research

iterate and the benefit of small-scale projects to inform change and practice through an evidence-based approach. Throughout the course, evidence-based practice has been promoted with the intention of building on the learning from previous modules.

A range of assessment methods will be 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, blog writing, examinations, laboratory reports and poster 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. 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 modern practices.

#### 5. Support for students and their learning.

*(For apprenticeships this should include details of how student learning is supported in the workplace)*

In a formal sense, students are supported as outlined below:

- Clear and accurate information about programmes, qualifications, and entry requirements
- Advice on Finance available before and during the course
- A dedicated online HE Student Hub to aid in all aspects of the student lifecycle (support and well-being services, policies & procedures, academic writing support and PDP opportunities).
- Referral to additional advice and guidance services whenever appropriate
- Opportunity to see the College(s) and the facilities available for the student prior to committing to a programme of study i.e., library, computer suites.
- Feedback is given for both summative and formative assessment.
- Opportunity to have one to one appointment with the academic staff and obtain more details about their subject specialism.
- Disability and learning difficulties support tailored to students' needs.
- Mental Health 1st Aider
- Counselling and safeguarding team support
- Personal tutor allocated to support with pastoral care.
- Programme Handbooks that will provide detailed information about the programme and the college regulations
- A multi-faith prayer room

#### **Pre-Induction (transitional support) and Induction:**

The two most critical elements of these processes are ensuring students feel settled and initial and/or appropriate diagnostic assessments are carried out to put support in place as quickly as

possible where needed. All students will be assessed by the team and materials and resources to support their entry to the course provided at pre-course preparation.

Where there are late starters, their enrolment is carried out as quickly as possible to ensure they are given access to college facilities as early as possible, and tutorials are scheduled to compensate for any missed induction activities.

**Induction:**

Over the first few weeks the induction aims to welcome and orientate students to both the college (e.g., key policies such as assessment, student engagement and safeguarding) and the programme itself. It introduces them to the team who will be teaching and tutoring them; the college environment and resources (such as the Learning Resource Centre, HE study zone, HE common room, the programme and the VLE); and the relevant policies, procedures, and protocols of the college. Programme expectations are set, and a series of information literacy skills' sessions are started.

**Learning support:**

The Learning Support Team have designated HE tutors who can assist with DSA Applications; liaise with Needs Assessors and recommended providers and ensure that college recommendations are put in place and to monitor student support.

For those who do not qualify for DSA students can book individual sessions to receive academic, study skills or assignment support. There is access to assistive technology to support learners such as Inspiration, ReadWrite Gold, Cpens and Dragon. Dyslexia screening tests are available as is ESOL support.

**College environment:**

Throughout the college, there is purpose-built and comfortable teaching accommodation available with full internet access and interactive whiteboards. A wide range of software are also accessible to all.

The Virtual Learning Environment is delivered through Google Classrooms. There is access to online LRC teaching and learning resources. A blended learning approach will be applied.

For refreshments, Starbucks is open for Adult and Higher Education students until 20:00 (Monday to Thursday) and 16:00 (on Fridays). The Undercroft is open 12:00 until 15:00 on Weekends.

**Personal tutoring and staff/employer availability:**

The College operates a tutorial programme to provide the opportunities for students to develop their potential academically, socially, and personally whilst they go through their journey at Nescot. The support offered is personalised for each student, and effective tutoring encourages students to become more responsible for their own learning. The tutoring programme complements and underpins the students' learning experience.

Tutorials are designed to fulfil a range of purposes. They will provide opportunities to support delivery of module content, to provide support in the workplace for students and for one-to-one academic or pastoral support.

As each student commences their programme, they will be allocated a personal tutor from the teaching team. The tutor will be responsible for:

- Identifying student needs and initiating support where necessary.
- Assessing and monitoring progress and achievement of academic and work-based learning and providing feedback.
- Conducting tutorials to advise and guide students academically, socially, and personally.
- Discussing issues and concerns arising.
- Keeping records of tutorials and other meetings.
- Observing and assessing
- Referring students to internal and/or external bodies, as appropriate.
- Maintaining confidentiality and disclosing information where necessary.
- Attending team meetings to share current issues and developments.

Tutorials are time tabled 3 times a year (one per Term) with drop-in sessions before and after class. Additional sessions can occur, dependent on Student's needs.

The Learning Resource Centre has a dedicated area for Higher Education students and this facility is available to students 7 days a week during the academic year and 5 days a week during the College's vacation. Within Higher Education, course teams liaise with the LRC team to ensure resources are up to date and copies are available either electronically or as hard copies.

#### 6. Criteria for admission

*(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)*

##### **Traditional Entry Route:**

C&G Level 3 Extended Diploma in Animal Management/BTEC Level 3 Extended Diploma in Animal management at MPP or above.

A-Levels or equivalent in relevant subjects will also be considered with a minimum of 64 UCAS points.

Evidence of level 2 Literacy is required, for example key skills or functional skills at level 2 or GCSE English language at Grade C/4 or above. If applicants do not have evidence of Literacy at level 2, it will be necessary to complete a piece of writing to demonstrate competence in written English.

##### **Other entry routes:**

Will consider a range of alternative qualifications or experience that is equivalent to the typical offer. We actively welcome applications from mature students from a variety of backgrounds.

In addition to above a professional or academic reference is required to evidence suitability for the course.

**Other Requirements:**

The selection process involves a telephone interview at Nescot. It would also be desirable for applicants to have some experience working with animals.

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

**7. Language of study**

British English

**8. Information about non-OU standard assessment regulations (including PSRB requirements)**

N/A

**9. For apprenticeships in England End Point Assessment (EPA).**

*(Summary of the approved assessment plan and how the academic award fits within this and the EPA)*

N/A

**10. Methods for evaluating and improving the quality and standards of teaching and learning.**

The College has a variety of means to assess the quality of teaching, learning and assessment (TLA).

These include:

- Making full use of the student's voice (Student Consultative Committees, Student Council, internal and external surveys)
- Formal and informal assessments of TLA using the College observation process and supplementing this with regular learner walks.
- Internal audits
- External Examiner and HEI/Awarding body feedback

Outcomes from the observation processes feed into staff development and appraisal; informing the themes and targets.

Academic staff continue to develop their knowledge in their subject areas by frequently attending conferences, seminars, networking events and research dissemination events as well as continuing in own educational journey. This allows staff to build relationships with other academics and local employers, which can assist when planning field trips for students and shaping curriculum and assessment.

Final commentary/report from External Examiners feed into the development of assessment practice and provides useful feedback both positive areas and to develop.

**11. Changes made to the programme since last (re)validation**

N/A



### Annexe 1 - Curriculum map Level 4

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5
4	Collections Management	✓	✓							✓		✓					✓		✓		✓
	Mammalian Anatomy and Physiology			✓					✓				✓							✓	
	Research Skills					✓	✓							✓				✓			
	Industry Skills Development							✓			✓								✓		✓
	Laboratory Skills				✓										✓	✓					✓

## Annexe 2 - Curriculum map Level 5

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module	A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	D1	D2	D3	D4	D5
5	Animal Welfare		✓	✓				✓					✓				✓	✓		
	Anthrozoology		✓					✓			✓				✓		✓			
	Industry Project	✓		✓		✓	✓	✓		✓					✓	✓	✓		✓	✓
	Animal Behaviour	✓				✓							✓		✓		✓	✓		✓
	Ecology				✓				✓			✓		✓	✓					✓