



The Open
University

Programme specification

1. Overview/ factual information

Programme/award title(s)	BSc (Hons) Animal Management and Conservation Top Up
Teaching Institution	NESCOT
Awarding Institution	The Open University (OU)
Date of first OU validation	2022
Date of latest OU (re)validation	N/A
Next revalidation	2027/28
Credit points for the award	120
UCAS Code	TBC
HECoS Code	100518
LDCS Code (FE Colleges)	TBC
Programme start date and cycle of starts if appropriate.	September 2022
Underpinning QAA subject benchmark(s)	Subject Benchmark for Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences. QAA 2019 - See appendix
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	
Professional/statutory recognition	N/A
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	Face-to-face
Duration of the programme for each mode of study	Full Time: 1 year
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	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 Degree BSc (Hons) Animal management and Conservation Top Up

The programme aims:

- The appropriate knowledge, skills and understanding required for working practically within animal management and within the broad scale of the Land-Based sector and develop aspirations in chosen field.
- To develop the research skills and practical skills necessary to reflect, problem solve, research, analyse data and develop conclusions.
- To be confident in the practical application of assessing animal nutritional needs and standards within environments and producing effective management plans that incorporate breeding, welfare, health and nutrition.
- To apply knowledge gained on current animal, climate and environmental issues and apply to conservational requirements and current efforts.
- Develop 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.
- Ensure a successful progression route for students either in continuation within academia or working within the land-based sector.

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 apply conservation and land management measures.
- Carry out investigation into wildlife crimes and concluding upon recent and current issues.

- Apply animal breeding, nutritional and health plans within captive, production and domestic settings
- Develop underpinning knowledge of field zoology and animal management practices
- Plan and carry out a honours research project that will be of benefit to the land-based field.

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 B BSc (Hons) Animal Management demand). It capitalises on NESCOL's expertise and reputation for exemplary practice in the delivery of the current Top Up degree (see student feedback). The course will focus on both progressing Level 5 students as well as integrating external applicants.

The program aims to build upon student's current understanding on climate issues and conservation matters, discuss and address modern issues and management and apply to a range of locations. It will address very current issues such as overfishing, wildlife crime and the realms of how we communicate. Alongside this, students will continue to develop and expand their underpinning knowledge of health, nutrition, breeding and welfare logistics within animal management settings. Students must also plan and complete a research project of their own development and apply their findings to the current demands of the land-based sector.

It is intended for those who have already undertaken a Foundation Degree in Animal Welfare and Management or similar and who have directed focus in conservation, with animals or within the Land Based Sector.

The BSc (Hons) Animal Management and Conservation (Top Up) is designed to equip students with the knowledge and skills base required for employment options within a continually expanding area.

In addition, on successful completion of the programme students will be able to continue studies to Masters or enter the working industry with both practical and academic experience.

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.

n/a

2.4 List of all exit awards

BSc (Hons) in Animal management and Conservation

To be eligible for this exit award a student must have passed 120 credits in total.

BSc Animal Management and Conservation

To be eligible for this exit award a student must have passed 60 credits.

Compulsory modules	Credit points	Module Code	Optional modules	Is module compensatable?	Semester runs in
Field Zoology	15	AM31ZOO	n/a	Yes	1
Conservation and the Climate Crisis	30	AM32CCC	n/a	Yes	1+2
Honours Research Project	30	AM33DIS	n/a	No	1+2
Wildlife Crime	15	AM34WC	n/a	Yes	2
Advanced Animal Management	15	AM35AAM	n/a	Yes	1
Herpetology	15	AM36HER	n/a	Yes	2

Intended learning outcomes at Level 6 are listed below:

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1: Assess legislation dealing with animal welfare and conservation showing application in relevant context.</p> <p>A2: Develop a relevant well structured scientific animal based project.</p> <p>A3: Evaluate current animal management techniques and standards including husbandry, breeding, health and nutritional needs within a range of captive settings</p> <p>A4: Discuss the resilience of biomes and how they link to pressure of specific environments.</p>	<p>Active and Experiential Learning: 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 where students will team up.</p> <p>Formal Approaches & Assessment: More formal methods of teaching will include a combination of lectures, seminars & tutorials. 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>Assessment strategies specific to these learning outcomes:</p>

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

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

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1: Analyse and tabulate current wildlife crime scenarios</p> <p>B2: Hypothesise enforcement and effectiveness of legislation and environment policies</p> <p>B3: Debate and evaluate recent climate impacts on marine and terrestrial environments.</p> <p>B4: Synthesis, analyse and draw conclusions from a devised project.</p> <p>B5: Evaluate and interpret qualitative and quantitative zoological data, including data relating to the management of animal health, nutrition and breeding</p>	<p>The teaching and learning methods employed will provide students with a range of skills developing their analytical strengths, evaluations and subsequent conclusions</p> <p>Active and Experiential Learning: 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 where students will team up.</p> <p>Formal Approaches & Assessment: More formal methods of teaching will include a combination of lectures, workshops, seminars & 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> <p>Where appropriate alumni from other courses and guest speakers will be invited.</p> <p>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.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1: Produce a research project that contributes to the industry</p> <p>C2: Demonstrate forensic and environmental diagnostic of wildlife crime.</p> <p>C3: Predict the outcomes from the mass extinction crises using relevant data.</p> <p>C4: Identify current animal management practices and provide conclusions on effectiveness</p>	<p>The teaching and learning methods employed will provide students with a range of opportunities to further develop their practical and professional skills and apply to current events and concerns.</p> <p>Active and Experiential Learning: 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 where students will team up.</p> <p>Formal Approaches & Assessment: 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>Assessment strategies specific to these learning outcomes: Practical skills are assessed through observational records.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1: Discuss the impacts of the current political environment on upcoming global issues.</p> <p>D2: Evaluate current breeding techniques and their value within a range of animal settings (production, domestic, captive)</p> <p>D3: Conduct and summarise research that will help to contribute to the animal industry</p> <p>D4: Assess the use of land by animals and devise management plans</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>Active and Experiential Learning: To enhance current level of knowledge in modern conservation, local and global environments and apply problem-based learning techniques. Students will be directed to continue to develop their practical skills as well as apply environmental and conservational considerations to developing careers.</p> <p>Formal Approaches & Assessment: More formal methods of teaching will include a combination of lectures, seminars & tutorials.</p>

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 study, self-assessment skills, research techniques and group work. Students will develop research skills, knowledge, understanding, cognitive, analysis, and other transferable skills suitable to enable a successful career pathway.

Teaching and learning will focus on developing academic standards and research skills and through informed teaching strategies, but the course will focus on the importance of problem-solving techniques and application to current environmental and land-based events.

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, theory and application sessions, students are then given the opportunity to develop more individual interests within their Honours Research Project.

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 problem-solving skills and the application of findings within modules like conservation and climate change 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 formatively 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 enquiry based learning or experiential approaches in smaller group sessions.

The teaching and learning approach at level 6 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.

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 written coursework, oral presentations, data analysis 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:

Foundation Degree in Animal Management or related subject at pass level.

Foundation degrees with biological or Land-based backgrounds will also be considered.

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:

Students lacking the above qualification, but with significant, appropriate experience from the land-based industry may apply. Eligibility will be assessed through interview, portfolio of evidence and a skills assessment which will be mapped against the graduate skills expected for entry at Level 6.

We actively welcome applications from mature students from a variety of backgrounds.

Other Requirements:

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.

Applicants from external settings will be required to create a personal statement addressing background experience and education experience to date and are subject to interview.

7. Language of study

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

Annexe 1 - Curriculum map

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	C1	C2	C3	C4	D1	D2	D3	D4
6	Advanced Animal Management			✓						✓						✓		
	Wildlife Crime	✓				✓	✓					✓						
	Herpetology			✓						✓				✓				✓
	Conservation and the Climate Crisis	✓			✓			✓					✓		✓			
	Honours Research Project		✓						✓		✓						✓	
	Field Zoology		✓							✓				✓				✓