

# **Template C4**

## **Programme Specification Template**



## **Programme Specification**

**Title of Course: Foundation Degree in Animal Management**

**Date Specification Produced: 3rd June 2016**

**Date Specification Last Revised: 15th August 2016**

This Programme Specification is designed for prospective students, current students, academic staff and potential 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 he/she takes 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 Student Handbooks and Module Descriptors.

## **SECTION 1: GENERAL INFORMATION**

<b>Title:</b>	Foundation Degree in Animal Management
<b>Awarding Institution:</b>	Kingston University
<b>Teaching Institution:</b>	North East Surrey College of Technology (NESCOT)
<b>Location:</b>	Nescot College
<b>Programme Accredited by:</b>	N/A

## **SECTION 2: THE PROGRAMME**

### **A. Programme Introduction**

The Foundation Degree in Animal Management will enable students to develop the skills and knowledge required to work in the hugely varied landbased industry. Giving a broad overview of working with animals, the course will allow students to develop their knowledge base in animal anatomy, physiology, health, welfare, behaviour and husbandry, whilst at the same time putting the 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 feature of the programme is the opportunity for students to opt to take part in an overseas research expedition, undertaking genuine field work. This could be used to collect data towards their chosen research project, however alternative opportunities to do so are available for students who do not wish to take part in the overseas expedition.

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 landbased sector is increasingly demanding higher levels of skill from their workers, and this programme will serve to produce knowledgeable, industry competent employees. The landbased industry is predicted to need an additional 90,000 new employees by 2020, including higher than average skills shortage vacancies (27% vs. 16%, LANTRA, 2014). This programme will provide students with the skills necessary to access career opportunities such as veterinary medicine, animal collection managers and animal behaviourists and trainers.

Teaching and learning will take place at Nescot College, where the Landbased 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 of June 2016 the collection contains over 400 individuals ranging from mammals, birds, reptiles, amphibians, fish and invertebrates. This will allow students to develop the practical skills necessary to successfully enter the animal and landbased 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. In addition, 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 Programme**

The Foundation Degree in Animal Management aims to:

- provide a lively, stimulating and challenging educational experience
- develop each student's ability to apply scientific knowledge to the management of a range of animals
- develop students' ability to apply practical skills in an animal management environment
- develop the employability of students by refining their ability to learn, communicate, work with others and solve problems
- develop students' understanding and ability to make connections within their learning and from a broader perspective
- allow learners the opportunity to explore a range of career areas within the landbased industry and develop aspirations in chosen fields through the use of teaching and learning experiences in and out of the classroom
- provide progression on to an honours degree in a related subject

## **C. Intended Learning Outcomes**

The programme 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 programme outcomes are referenced to the QAA subject benchmarks for Agriculture, horticulture, forestry, food and consumer sciences (2009) and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student.

<b>Programme Learning Outcomes</b>					
	<b>Knowledge and Understanding</b>		<b>Intellectual Skills</b>		<b>Subject Practical Skills</b>
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A1	Describe the structure and function of animal systems, evaluate clinical signs and implement appropriate husbandry practices	B1	Demonstrate appropriate independent learning skills	C1	Manage the delivery of practical animal husbandry for good and ill-health in a range of species, with consideration for health and safety requirements and legal and ethical requirements
A2	Demonstrate an understanding of principles of chemistry, in particular biochemical processes	B2	Effectively communicate in an academic style	C2	Demonstrate industry relevant laboratory skills
A3	Explain domestication and learning theory and evaluate the health and welfare of companion animals in society	B3	Critically review literature	C3	Undertake field research techniques and ecological surveying
A4	Explain classification and taxonomy	B4	Evaluate ethical considerations and submit ethical approvals	C4	Recognise and interpret animal behaviour and improve animal welfare through training, behaviour modification and the use of enrichment
A5	Evaluate the ethical implications when balancing human, environmental, financial considerations including with relation to biodiversity			C5	Use industry standard software for keeping animal records and statistical analysis

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

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 work	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:

<b>From A levels:</b>	80 UCAS Tariff points, typically inc. a Grade C in A2 Biology
<b>BTEC:</b>	80 UCAS Tariff points in an Landbased subject
<b>Access Diploma:</b>	Pass with 60 credits
<b>Plus:</b>	5 GSCE's at Grade C or above inclusive of English, Maths & Science

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. 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.

## E. Programme Structure

This programme is offered in full-time/part-time modes, and leads to the award of Foundation Degree. Entry is normally at level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar programme is possible at level 5 with passes in comparable level 4 modules – but is at the discretion of the course team and subject to Kingston University's policy on Recognised Prior Learning. Intake is normally in September.

### E1. Professional and Statutory Regulatory Bodies

None.

### E2. Work-based learning, including sandwich programmes

Many modules within the course have a practical or simulated 'work based learning' element, for example 'Practical Skills for the Animal Industry' and 'Animal Behaviour and Human-Animal Interactions'.

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 overseas at the end of their first year of study. This provides a unique opportunity to gain genuine experience of field work in some of the most biodiverse habitats on the planet. For those students unable to attend, alternative UK based opportunities will

be arranged. Support is given to students to enable them to raise funds to pay for this field trip.

### E3. Outline Programme Structure

A student must complete 120 credits at each level. All students will be provided with the University regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides.

<b>Level 4</b>				
<b>Compulsory modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>
Academic Skills	LS4710	30	4	1&2
Anatomy, Physiology, Health & Husbandry	LS4711	30	4	1&2
Practical Skills for the Animal Industry	LS4712	30	4	1&2
Animal Sciences	LS4713	30	4	1&2

Progression to level 5 requires successful completion of all level 4 modules.

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education.

<b>Level 5</b>				
<b>Compulsory modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>
Research Project	LS5710	30	5	1&2
Animal Welfare, Legislation and Ethics	LS5711	30	5	1&2
Animal Behaviour and Human-Animal Interactions	LS5712	30	5	1&2
Ecology and Conservation	LS5713	30	5	1&2

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

During induction, students will be fully briefed on the opportunities available to them as a higher education student. They will be 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 will be allocated their personal tutor during induction, who will then follow them throughout the length of the programme.

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 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 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.

Further, practical skills will be assessed through a series of activities framed around a competence checklist with performance outcomes which must be achieved for students to be deemed competent. This will allow students to develop skills over a period of time with thorough feedback about what elements of their practice require further improvement.

The teaching and learning approach at level 4 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. The students are expected to display increasing autonomy in their learning as they progress as preparation for the research project at Level 5. This will be heavily supported by the critical thinking, research and evaluative skills developed leading up to and on the overseas expedition between years 1 and 2.

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, MCQs, 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. 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.

## **F. 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 session 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.

### **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.

### **Learning Resources Centre (LRC)**

Both the University and College have 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, etc. 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 ILT for teaching and learning.

### **Animal Care Facilities**

At Nescot there is are designated animal care and Landbased 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.

## **G. 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 review and development
- Periodic review undertaken at subject level
- Student evaluation
- Moderation policies

## **H. Employability Statement**

Preparation for work is an integral part of the Foundation Degree in Animal Management. 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 have gained a proficient knowledge of the 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. Utilising the course teams' extensive links with numerous employers, there is further opportunity to undertake live employer projects within sectors of the industry in both modules and research internships. Employer links such as Chessington Zoo and Sealife Centre, ZSL London Zoo, Port Lympne Animal Park, the Blue Cross and Dogs for Good.

Students' generic employability skills are developed throughout the course, both through activities that are embedded within the syllabus, the placement module and events offered by the University's Careers and Employability Service. 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 and 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 to prioritise workload, the desire to learn and the motivation to improve performance, and appropriate communication and presentation skills in all their forms

### **Approved Variants from the Undergraduate and Postgraduate Regulations**

None

### **I. Other sources of information that you may wish to consult**

## Development of Programme Learning Outcomes in Modules

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

Module code		Level 4				Level 5			
		Academic Skills	Anatomy, Physiology, Health & Husbandry	Practical Skills for the Animal Industry	Animal Sciences	Research Project	Animal Welfare, Legislation and Ethics	Animal Behaviour and Human-Animal Interactions	Ecology and Conservation
Knowledge & Understanding	A1								
	A2								
	A3								
	A4								
	A5								
Intellectual Skills	B1								
	B2								
	B3								
	B4								
Practical Skills	C1								
	C2								
	C3								
	C4								
	C5								

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

## Technical Annex

<b>Final Award(s):</b>	Foundation Degree
<b>Intermediate Award(s):</b>	Cert HE
<b>Minimum period of registration:</b>	2yrs Full-time; 4yrs Part-time
<b>Maximum period of registration:</b>	4yrs Full-time; 8yrs Part-time
<b>FHEQ Level for the Final Award:</b>	5
<b>QAA Subject Benchmark:</b>	Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences
<b>Modes of Delivery:</b>	Full-time or Part-time
<b>Language of Delivery:</b>	English
<b>Faculty:</b>	Science Engineering and Computing
<b>School:</b>	
<b>JACS code:</b>	D300
<b>UCAS Code:</b>	
<b>Course Code:</b>	
<b>Route Code:</b>	