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**Programme Specification**

**Title of Course: Foundation Degree Animal Management & Conservation**

**Date Specification Produced: November 2012**

**Date Specification Last Revised: September 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**

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| **Title:** | Foundation Degree in Animal Management & Conservation |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Guildford College |
| **Location:** | Merrist Wood College |
| **Programme Accredited by:** | *n/a* |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

The Animal Management Foundation Degree provides a fascinating insight into the management of animals in captivity as well as through conservation efforts. Through academic course-based delivery, supported by integrated professional development, students will be able to engage with National Occupational Standards (NOS) and enhance their employment opportunities. Study of the subject area on a can open up a broad range of career pathways. Assessments are generally designed to allow students to research into their topics of interest and areas they would wish to specialise. The teaching team undertake vocational continuous professional development to keep up to date with their subject specialism. This vocational currency gives a real edge to course content and value is added through guest speakers, visits and realistic work-based learning assignments.

On completion of the course students are equipped with the knowledge and skills necessary to support the start of their career in this competitive sector of the animal industry. Many progress through to the BSc (Hons) Animal Management programme or to similar ‘top up degrees offered by other Institutions. Our graduates can be found working in a range of animal collections, welfare organisations and educational establishments.

Teaching and learning takes place on the 400 acre Merrist Wood campus and is supported by an extensive animal collection that is utilised throughout the course where learners will encounter a range of familiar and unusual species, some of which are of conservation importance; including our Red squirrels which arrived here in 2012 and bred successfully in February 2013.

Foundation degree students utilise the animals for a range of practical work including husbandry and breeding projects as well as investigative projects.  Popular species for these include our lizards, snakes, fish, meerkats, farm animals and parrots.  The animal collection is currently evolving with an exciting multimillion redevelopment taking place over the next few years.  This redevelopment will equip the college with state of the art facilities and in addition to this, our collection plan has highlighted a wider range of exciting species that will enhance the learning experience for HE students in particular.  This will give opportunities for the development of further practical and research skills.

The Merrist Wood Animal Management Unit is a member of the International Species Information System (ISIS), our educational licence allows our students to experience first-hand the software used to manage global species populations using the Zoological Information Management System (ZIMS).

During ecology and wildlife management subjects, students have access to the vast woodland on campus to carry out surveys, environmental management as well as take part in building structures such as otter holts to encourage a greater variety of wildlife back into the area.

1. **Aims of the Programme**

The main aims of the field are to:

* provide a recognised qualification enabling students to progress to employment within the sector, or progress to a full honours degree qualification
* enable students to develop skills for independent work and learning
* create opportunities for students to gain experience with and knowledge of a wide range of animal species.
* introduce students to a breadth of topics related to the management of animals
* allow students the opportunity to explore a range of career areas within the animal care industry and develop aspirations in chosen fields
* refine skills and knowledge important in the development of the students chosen career

1. **Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA subject benchmarks for Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences, the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student.

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| **Programme Learning Outcomes** | | | | | | |
|  | **Knowledge and Understanding**  **On completion of the course students will have knowledge and understanding of:** |  | **Intellectual skills – able to:**  **On completion of the course students will be able to:** | |  | **Subject Practical skills**  **On completion of the course students will be able to:** |
| A1 | day to day animal management tasks, problems and issues with the knowledge to seek appropriate solutions, individually or as part of a team | B1 | Recognise and apply theory, concepts and principles from diverse disciplines appropriately. | | C1 | Collect and record information or data from primary or secondary sources including library, laboratory or field, summarizing it using appropriate qualitative and quantitative techniques. |
| A2 | particular global trends and concerns relevant to the animal management industry | B2 | Critically analyse information synthesizing and summarising the outcomes | | C2 | Devise, plan and undertake field and laboratory investigations in a responsible and safe manner, paying due attention to risk assessment, rights of access, relevant health and safety regulations, legal requirements and sensitivity to impact of investigations on the environment and stakeholders. |
| A3 | subject specific principles and concepts linking between the different realms of animal management | B3 | Apply knowledge and understanding to address both familiar and novel problems | | C3 | Appreciate and analyse financial and other management information and use in decision making. |
| A4 | principles and concepts relating to newly encountered animal related subjects |  |  | | C4 | Demonstrate competence in a variety of practical skills used by the industry in the hands on management of captive/ non-captive domesticated/ non-domesticated animals |
| A5 | the areas of animal management in which they would like to pursue their education and/ or employment |  |  | | C5 | Approach day to day animal management tasks, problems and issues with the practical skills to seek appropriate solutions, individually or as part of a team |
| A6 | factual information, terminology, principles and concepts related to the animals |  |  | |  |  |
| A7 | how subject knowledge and understanding is effectively acquired in a Higher Education setting |  |  | |  |  |
| **Key Skills** | | | | | | |
|  | **Self Awareness Skills** |  | **Communication Skills** | |  | **Interpersonal Skills** |
| AK1 | Take responsibility for own learning and plan for and record own personal development | BK1 | Express ideas clearly and unambiguously in writing and the spoken work | | CK1 | Work well with others in a group or team |
| AK2 | Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | BK2 | Present, challenge and defend ideas and results effectively orally and in writing | | CK2 | Work flexibly and respond to change |
| AK3 | Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | BK3 | Actively listen and respond appropriately to ideas of others | | CK3 | Discuss and debate with others and make concession to reach agreement |
| AK4 | Work effectively with limited supervision in unfamiliar contexts |  |  | | CK4 | Give, accept and respond to constructive feedback |
|  |  |  |  | | CK5 | Show sensitivity and respect for diverse values and beliefs |
|  | **Research and information Literacy Skills** |  | **Numeracy Skills** | |  | **Management & Leadership Skills** |
| DK1 | Search for and select relevant sources of information | EK1 | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | | FK1 | Determine the scope of a task (or project) |
| DK2 | Critically evaluate information and use it appropriately | EK2 | Present and record data in appropriate formats | | FK2 | Identify resources needed to undertake the task (or project) and to schedule and manage the resources |
| DK3 | Apply the ethical and legal requirements in both the access and use of information | EK3 | Interpret and evaluate data to inform and justify arguments | | FK3 | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |
| DK4 | Accurately cite and reference information sources | EK4 | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | | FK4 | Motivate and direct others to enable an effective contribution from all participants |
| DK5 | Use software and IT technology as appropriate |  |  | |  |  |
|  | **Creativity and Problem Solving Skills** |  |  | |  |  |
| GK1 | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |  |  | |  |  |
| GK2 | Work with complex ideas and justify judgements made through effective use of evidence |  |  | |  |  |
| **Teaching/learning methods and strategies** | | | | | | |
| A range of learning and teaching strategies includes classroom delivery through lectures, practicals, guest speakers and the use of embedded e-learning. In addition to individual work; group work and peer learning are encouraged to develop key learning skills. Industry led visits are integral to a wider appreciation of animal management. | | | | | | |
|  | | | |  | | |
| **Assessment strategies** | | | | | | |
| The assessment strategies employed in the Fields include the following; research reports, examination (unseen and open book), poster presentation, PowerPoint presentations, essay, case study analysis and article writing. | | | | | | |
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1. **Entry Requirements**

The minimum entry qualifications for the programme are:

From A levels: 160 UCAS points including a Level 3 Science (ideally biology)

BTEC: 160 UCAS points

Access Diploma: Pass

Plus: GCSE English and maths A\* - C (or equivalent)

A minimum IELTS score of 6 or TOEFL equivalent is required for those for whom English is not their first language.

1. **Programme Structure**

This programme is offered in full-time/part-time mode, 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. Intake is normally in September.

**E1. Professional and Statutory Regulatory Bodies**

*N/A*

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

Work based learning is an essential component of the Foundation Degree and each student must complete 200 hours at level 4 and level 5. Assessment is through a 30 credit module at each level. It is the responsibility of individual students to source and secure such placements. 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.

To date students on this course have completed placements both in the UK and abroad. Placements in the UK include RSPCA, Compassion in World Farming, Cats Protection, Zoos and Wildlife Parks and veterinary clinics to name but a few. Outside of the UK, placements have included game reserves in Africa, reptile rescue in Australia and Fuji, mammal and reptile conservation in Madagascar and whale and dolphin conservation in Tenerife.

**E3. Outline Programme Structure**

Each level is made up of four modules each worth 30 credit points. Typically 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.

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| **Level 4** (all core) | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Professional Development in the Work Environment I | SG4001 | 30 | 4 | 1 & 2 |
| Animal Welfare, Health and Husbandry | SG4003 | 30 | 4 | 1 & 2 |
| Practical Animal Husbandry & Breeding | SG4008 | 30 | 4 | 1 & 2 |
| Ecology & Ecological Surveying | SG4022 | 30 | 4 | 1 & 2 |
| Progression to level 5 requires passes in all modules.  Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education. | | | | |

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| **Level 5** (all core) | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Professional Development in the Work Environment II | SG5001 | 30 | 5 | 1 & 2 |
| Investigative Project | SG5002 | 30 | 5 | 1 & 2 |
| Sustainable Business Management | SG5008 | 30 | 5 | 1 & 2 |
| Wildlife Management & Conservation | SG5010 | 30 | 5 | 1 & 2 |
| **Progression to level 6 requires a merit profile overall.**  Students exiting the programme at this point who have successfully completed 240 credits are eligible for the award of Foundation Degree. | | | | |

1. **Principles of Teaching Learning and Assessment**

The Foundation Degree in Animal Management is designed to develop a student’s knowledge, understanding, cognitive skills, practical skills and key transferable skills at Level 4 and Level 5 and as a suitable progression into Level 6 honours level in an appropriate discipline. A variety of teaching and learning strategies are employed to include formal lectures, group discussion, seminars, individual study, independent research, practical workshops and field work. Where appropriate guest speakers and a range of working environments are used to support the learning.

Technology plays a large part in taught sessions with students encouraged to use video, online research, the college Virtual Learning Environment, QR codes and ZIMS.

The programme has been designed to extend the academic knowledge and understanding through application to the workplace environment and through the development of vocational skills and competencies. Consideration has been given to the balance of intellectual and practical skills. Throughout the field, emphasis is placed on developing self-awareness skills, communication skills, interpersonal skills, research and information literacy skills, numeracy skills, management and leadership skills and creativity and problem solving skills.

All students are provided with an opportunity to gain experience in a related workplace setting through the Professional Development Modules at levels 4 and 5. Expectations of the student experience in the workplace are fully articulated at the commencement of the placement. This is by means of a workplace learning contract / agreement and handbook/feedback for employers. The modules relating to Professional Development in the Work Environment provide a mechanism for students to identify and apply self-awareness techniques for their own skill development and create a professional development plan to support career choices.

Students are encouraged to recognise the workplace as a learning environment and to apply the knowledge and skills gained to the other fields of study. The students are expected to exercise increasing autonomy in their learning as they progress from Level 4 to Level 5 as preparation for progression to Level 6 Honours.

The students are expected to exercise increasing autonomy in their learning as they progress from Level 4 to Level 5 in preparation for progression to Level 6 Honours. Up take for the level 6 is high so it is essential that the learners are equipped with the research and evaluative skills that are required to succeed.  Independent research, critical thinking and scientific objectivity are developed further at level 5 where the learner undertakes an investigative project (SG5002). This prepares for the dissertation at BSc level.

Feedback on assessment performance and feed forward advice is provided on all assessment activities to enhance student development and progression. This comprises mainly individual comments but also group feedback to the cohort so that generic issues such as technical writing and referencing skills can be enhanced. Feed forward opportunities will also be provided via self-assessment and peer assessment following presentations and seminars

Throughout the programme of study, students are supported by a highly skilled and passionate team of tutors. These tutors all take part in regular industrial updating to ensure their knowledge and skills are current within their area of expertise. Practice informed teaching ensures that students are given the highest quality of lessons throughout the programme.

1. **Support for Students and Their Learning**

Throughout the two year programme of study, students are allocated a personal tutor who is available to give support and guidance in relation to professional development, academic support and pastoral care. In addition to this, Level 4 students are supported by a high achieving Level 5 student mentor who assists with study skills, professional development and general academic queries.

During induction, students are introduced to the ALS team, student support, careers service and work placement team representatives to ensure that all are aware of the support available to them throughout the year.

Students are supported by:

* Module leader for each module studied
* Individual tutorials with the Programme manager to support academic progress and personal development
* Group tutorials to develop study skills and allow feedback
* A professional development coordinator to assist with work based learning opportunities
* Professional development and study skills including research skills timetabled weekly
* Additional learner support
* Comprehensive induction and handbook
* Level 5 student mentor to support and guide Level 4 students
* HE centre
* Learning Resource centre and induction to e-learning
* Moodle VLE site for course specific material
* Staff student Course Consultative meetings
* Students Union
* Careers Service

1. **Ensuring and Enhancing the Quality of the Course**

The College complies with the University Quality Assurance regulations through a range of 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 the subject level
* Student evaluation
* Moderation policies

1. **Employability Statement**

Graduates from this programme are entering a very competitive field where the importance of practical experience to support the qualification cannot be underestimated. With this in mind each student is fully briefed on the limitations within the field and supported with their career path through the professional development module and the tutorial process.

Guest speakers including a zoo vet, Surrey Police Wildlife Officer and industry visits including Pirbright Vet Labs and Laverstoke Park are integral to the programme to ensure that each student has the opportunity to explore the diversity of employment pathways or specialise further. Realistic assignments supported by industry links are praised by the external examiners.

The professional development module provides an excellent platform for refining career choice and links to modules and practical sessions taught at Merrist Wood. A dedicated coordinator supports students to secure relevant work-based learning and provides an excellent link to these providers.

Approximately 40% of the level 5 students choose to continue onto level 6. Others seek employment within animal industry going on to open their own business, work in collections and animal rescue whilst others follow the conservation route. To date, Level 5 students who have entered employment within the animal industry have gone on to work at Chessington World of Adventures (zoo section); Compassion in World Farming; RSPCA; Whale and Dolphin Conservation, Tenerife; veterinary nursing, UK; game ranger, South Africa and reptile breeder in the UK.

1. **Approved Variants from the UR**

There are no variants.

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

Please visit the Unistats site ([www.unistats.co.uk](http://www.unistats.co.uk)) for our most current Key Information Sets.

**Development of Programme Learning Outcomes in Modules**

This map identifies where the programme learning outcomes are assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, and 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.

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|  |  |  | **Level 4** | | | | **Level 5** | | | |
|  | **Module Code** | | SG4001 | SG4003 | SG4008 | SG4022 | SG5001 | SG5002 | SG5008 | SG5010 |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | day to day animal management tasks, problems and issues with the knowledge to seek appropriate solutions, individually or as part of a team |  | F | FS |  |  | F | FS | FS |
| particular global trends and concerns relevant to the animal management industry | F | FS | F | F | F |  | FS | FS |
| subject specific principles and concepts linking between the different realms of animal management | F | FS | F |  |  |  |  | FS |
| principles and concepts relating to newly encountered animal related subjects |  | FS | FS | FS |  | F | FS | FS |
| the areas of animal management in which they would like to pursue their education and/ or employment | FS |  |  |  | FS |  |  |  |
| factual information, terminology, principles and concepts related to the animals | F | FS | FS | FS | F |  | F | FS |
| how subject knowledge and understanding is effectively acquired in a Higher Education setting | F |  |  | F | F |  | FS | F |
| **Intellectual Skills** | Recognise and apply theory, concepts and principles from diverse disciplines appropriately. |  | F |  | FS |  | FS |  | FS |
| Critically analyse information synthesizing and summarising the outcomes |  | FS |  | S |  | FS |  | FS |
| Apply knowledge and understanding to address both familiar and novel problems | FS | FS |  | S | FS | FS | F | FS |
| **Practical Skills** | Collect and record information or data from primary or secondary sources including library, laboratory or field, summarizing it using appropriate qualitative and quantitative techniques. | F | FS | S | S |  |  | F | F |
| Devise, plan and undertake field and laboratory investigations in a responsible and safe manner, paying due attention to risk assessment, rights of access, relevant health and safety regulations, legal requirements and sensitivity to impact of investigations on the environment and stakeholders. |  | FS | S | FS |  | F |  | F |
| Appreciate and analyse financial and other management information and use in decision making. | F |  |  |  |  | FS | FS | F |
| Demonstrate competence in a variety of practical skills used by the industry in the hands on management of captive/ non-captive domesticated/ non-domesticated animals |  |  | FS |  |  | F |  | FS |
| Approach day to day animal management tasks, problems and issues with the practical skills to seek appropriate solutions, individually or as part of a team |  |  | FS |  |  | FS | F | F |

**S**  indicates where a summative assessment occurs.

**F** indicates where formative assessment/feedback occurs.

Key Transferable Skills

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|  | Self Awareness Skills | | | | | Communication Skills | | | Interpersonal Skills | | | | | Research & Information Literacy Skills | | | | | | Numeracy Skills | | | | | | Management & Leadership Skills | | | | Creativity& Problem Solving Skills | |
| Module Ref | AK1 | AK2 | AK3 | AK4 | BK1 | | BK2 | BK3 | CK1 | CK2 | CK3 | CK4 | CK5 | | DK1 | DK2 | DK3 | DK4 | DK5 | | EK1 | EK2 | EK3 | EK4 | FK1 | | FK2 | FK3 | FK4 | GK1 | GK2 |
| SG4001 | FS | FS | FS | F | FS | |  | S | FS | FS | F |  | F | |  | F | F |  |  | |  |  |  | F | FS | |  |  | FS | FS |  |
| SG4003 | F | F | FS |  | FS | |  |  | F |  |  |  | F | | FS | FS |  | FS | FS | | FS |  | FS | F | FS | |  | FS | FS | FS | F |
| SG4008 | S | S | S |  | S | | F | F | F | FS |  | S | F | | FS | FS | FS | FS |  | | S | S | S |  | FS | |  | F |  |  | FS |
| SG4022 | S | S | S |  | FS | |  |  |  |  | F | F | F | | FS | FS | F | FS | FS | | F |  |  |  |  | | FS | S | FS | FS | FS |
| SG5001 | FS | FS | FS | F | FS | |  | F | FS | FS | F | FS | F | |  | F | F |  |  | |  |  |  | F | FS | | FS | FS |  | FS | FS |
| SG5002 | FS | FS | FS |  | FS | | FS |  |  | FS |  | F |  | | FS | FS | FS |  | FS | | FS |  | FS |  | FS | | FS | FS |  | FS | FS |
| SG5008 | F |  | F |  | FS | | FS | FS |  | F |  | F | F | | FS | FS | FS |  |  | | FS | FS | FS |  | FS | | FS | FS | F | FS | FS |
| SG5010 | F | F |  |  | FS | | FS | FS |  |  |  |  | F | | FS | FS | FS | FS | FS | | F | F | F |  | FS | |  | FS | FS | FS | FS |

**Technical Annex**

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| **Final Award(s):** | *Foundation Degree* |
| **Intermediate Award(s):** | *Cert HE* |
| **Minimum period of registration:** | Min: 2 years Full-Time Max: 4 years Full-Time |
| **Maximum period of registration:** | Min: 3 years Part-Time Max: 6 years Part-Time |
| **FHEQ Level for the Final Award:** | *5* |
| **QAA Subject Benchmark:** | *Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences* |
| **Modes of Delivery:** | *2 years full-time or up to 4 years part-time* |
| **Language of Delivery:** | *English* |
| **Faculty:** | *Science, Engineering and Computing* |
| **School:** | *Geography, Geology and Earth Science* |
| **JACS code:** | *D300* |
| **UCAS Code:** | *D328* |
| **Course Code:** |  |
| **Route Code:** |  |
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