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**Programme Specification**

**Title of Course: BSc (Hons) Animal Management**

**Date Specification Produced: March 2013**

**Date Specification Last Revised: July 2022**

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: BSc (Hons) Animal Management** |  |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | *Guildford College*  |
| **Location:** | *Merrist Wood* |
| **Programme Accredited by:** | *N/A* |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

The course is validated by Kingston University and delivered at Merrist Wood campus, based near Guildford, Surrey. Merrist Wood is part of Guildford College, which has 3 sites, all of which are available for students to use. The Merrist Wood campus covers 400 acres of mature woodland and is a well respected, multi-award-winning land-based college which was awarded Outstanding for teaching and learning in the most recent Ofsted inspection in 2009 and confidence in academic standards and quality of learning opportunities in the Quality Assurance Agency for Higher Education Review in 2010. The majority of delivered sessions are taught in the HE centre and all HE students have access to a wide range of relevant books and journals, many of which are available on-line, to help support their learning. The LRCs across all 3 sites offer an excellent service and are always featured very favourably in student surveys for their range of services and help provided. Students also have access to Kingston University facilities, and will find the LRC facilities and other pan-university resources there of particular use.

One of the main features of the Merrist Wood campus is the extensive and diverse range of animals housed on site. This animal collection includes reptiles, amphibians, fish, arachnids and insects; small mammals including a range of domestic species plus more exotic species such as meerkats and red squirrels; birds, including birds of prey; and a wide range of livestock. We also have a dog grooming parlour and dog kennels, both of which can be used by students. In total we have in excess of 100 species and most of these are available as a resource for student project work, such as breeding projects and research projects, as well as handling and husbandry. The college is applying for a zoo licence which, alongside the refurbishment of the Animal Management Unit which features a major rebuild of lecture rooms and animal accommodation, will allow for the expansion of our collection, with some additional flagship species planned. This new development will offer our HE students, particularly those studying at honours level, scope to become involved with collection management activities, if they so choose. It is also hoped that our new collection will allow scope for heavier involvement with conservation and breeding programmes. Some of the technological advances used within the Animal Management Unit include QR codes, which provide species information; Zoological Information Management System (ZIMS) and a resource bank of equipment such as web cams, camera traps, CCTV for remote behavioural observation, tracking devices and state of the art incubators and brooders for birds and reptiles.

The Animal Management staffing team has a diverse range of experience and knowledge, along with excellent contacts within the industry both in the UK and abroad; this gives the opportunity for students to undertake industrial placements with a wide range of employers.

The programme design and the subject choice and for **BSc Hons Animal Management** have been guided by:

* QAA HE General Business and Management Benchmark Statement
* Management Charter Initiative Standards 2008
* SFEDI (Small Firms Enterprise and Development Initiative) Business Enterprise Standards (2007)
* Animal Care Management National Occupational Standards
* Activity Leadership National Occupational Standards
* Outdoor Sector Senior Roles National Occupational Standards
* LANTRA Equine National Occupational Standards
* Agriculture, horticulture, forestry, food and consumer sciences

These provide a strong basis for justifying the sound business principles and practices which underpin the vocational elements chosen. The team have combined subjects and looked for ‘best fit’ to allow development of individual capability and to assist understanding.  A common theme is that multiple external and internal environment factors require management decisions – and in turn each management decision affects different, multiple aspects of organisations.  The modules are equally valid for commercial, charitable, voluntary sector or public sector settings.  Throughout the programme students will develop understanding of the key concepts of business and management needed to embark on careers with Animal Management sector. Previous graduates have become Zoo education officers, conservation and animal charity workers.

1. **Aims of the Field/Course**

The main aims of the field are to:

* Produce competent graduates with a good knowledge of organisational business management relevant to the specialist area of Animal Management.
* Enable graduates to carry out independent research into a current industry issue related to Animal Management.
* Prepare graduates to advance their careers personally professionally and/or academically.
* Provide opportunity for the development of key transferable skills relevant to future careers in Animal Management.
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 Business & Management (general) and 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 |  the concepts and theories relative to the development and operation of markets for resources, goods and services inclusive of an awareness of customer expectations, service and orientation. | B1 | Devise and sustain arguments and solve problems using ideas and techniques within the management discipline. | C1 | Prepare reports and briefing documents. |
| A2 | the sources, uses and management of finance; inclusive of the use of accounting and other information systems for managerial applications. | B2 | Critically evaluate arguments, assumptions, and abstract concepts. | C2 | Give presentations in a range of contexts. |
| A3 | Understand the issues concerned with the management and development of human resources within an organisation. | B3 | Make judgements, frame appropriate questions and identify a range of solutions to a problem. | C3 | Conduct research into an industry issue using research sources and appropriate methodologies. |
| A4 | appropriate policies and strategies within a changing environment, meeting the interests of stakeholders;  | B4 |  | C4 |  |
| A5 | Develop an awareness and understanding of contemporary business issues. |  |  |  |  |

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:

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| **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 |  |  |  |

1. **Entry Requirements**

The minimum entry qualifications for the programme are: Animal Management HND with a Merit profile or Foundation Degree in an equivalent subject (Normally an equivalence of 240 credits, of which 120 gained at HE Level 5).

 Equivalent qualifications will be considered on an individual basis.

An interview will be required.

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

1. **Field/Course Structure**

This programme is offered in full-time/part-time/ mode, and leads to the award of BSc (Hons) Animal Management. Entry is normally at level 6 Intake is normally in September.

**E1. Professional and Statutory Regulatory Bodies**

 *N/A*

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

N/A

**E3. Outline Programme Structure**

The level is made up of four modules each worth 30 credit points. Typically a student must complete 120 credits at level 6. 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 6**  |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| Management Principles in Practice | SG6002 | 30 | 6 | TBA |
| Managing Marketing and Financial Resources | SG6003 | 30 | 6 |  |
| Professional Development | SG6005 | 30 | 6 |  |
| Research Project | SG6006 | 30 | 6 |  |
|  |  |  |  |  |

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

The honours Degree in Animal Management is designed to develop a student’s knowledge, understanding, cognitive skills, practical skills and key transferable skills. The programme lays emphasis on student self-direction and responsibility in the learning and teaching strategies involved. These strategies will be geared towards some of the following learning processes:

* Awareness raising and knowledge acquisition
* Conceptual and critical understanding
* Critical reflection

Research enhanced teaching

Students will be encouraged to engage with new areas of knowledge and experience and to deepen existing knowledge through lectures, seminars and supervised independent learning. Learning and teaching strategies will be deployed to encourage critical analysis of texts, concepts and current practices within sessions including group and individual project work and workshops. Throughout their studies students will be encouraged to reflect on new concepts and practices.

It is envisaged that the Learning Coach (see next paragraph) will hold group seminar sessions with cohorts of students and also provide one to one coaching related to professional development and also supervision of the student’s research project.

Teaching staff who deliver the business related units have expertise in the delivery of higher level, non prescribed, professional qualifications such as Chartered Institute of Marketing; Chartered Institute of Purchase and Supply and the Chartered Management Institute. They engender the programme with a wealth of practice based examples to assist students in preparing for employment. All teaching staff are required to engage with 5 days Professional Development on an annual basis to maintain currency in their vocational field.

The Professional Development module has been designed to enable students to evaluate their professional skills; to develop a plan to improve their skills and to monitor and evaluate their development. It is designed to encourage the student to consider their current and future professional development needs, thus equipping them with the techniques necessary to pursue continual professional development throughout their career.

**Learning Coach Programme**

The innovative role of Learning Coach combines the roles of personal tutor and vocational mentor. The role of the Learning Coach is to provide a structured framework within which students are guided to undertake a process of self assessment and personal development to further their academic and professional potential. The Learning Coach will initially provide direction and guidance in academic and professional development required by the Animal Management Industry enabling the student to take greater responsibility for their own learning. The Learning Coach is an expert in the vocational field with the expertise to facilitate the application of learning from the generic management modules to the field of Animal Management.

Through the delivery of workshops, personal and academic tutorials the Learning Coach will aid the Learner in the creation of a Personal Development Plan. Initial sessions will incorporate skills of self-evaluation, setting of clear objectives and targets in addition to reflective skills development. Using career development models the Learning Coach will direct students to planning a series of activities over the long term to achieve career goals and deliver aspirations. The Learning Coach will also act as supervisor for the Research Project providing industry specific knowledge. Students are assigned to the learning coach that can best support their research interest. It is the responsibility of the student to avail themselves of the supervision time that is allocated.

Students will be assessed by a variety of means. Credit will be given, for example, for a valuable contribution to group work, an effective presentation or an intelligent use of a piece of computer software. The subject lecturer will describe the assessment methods for each module during the first session of a module. Not all activities will be formally assessed; those which are to be formally assessed will be designated in advance. Students may be assessed on their performance in a series of formative assessments throughout each module to provide opportunity for feed forward. Assignments may be weighted according to the amount of work required and their complexity. Assessments will be staggered throughout the module to enable feedback on performance to be given to students prior to submitting or taking a further assessment activity.

The research project will be a major piece of research into an issue of relevance to Animal Management. The Research Project requires submission of a number of staged assessments (Outline, Draft Literature Review and Draft Methodology) and a final assessment (the final Research Project). The draft ‘mini bites’ provide an ideal formative assessment opportunity to guide students towards a disciplined style of enquiry and to form research based judgements. Such an approach reflects the significance of this module and the difference in its nature from previous work carried out by the student. Research is seen within a framework of business and management and studies specific to professional development within the industry. As such, the Research Project acts as a Capstone Project enabling students to synthesise knowledge and skills acquired throughout the course. Such a project is complemented by the Professional Development module within which students further develop their skills of reflection to include critical reflexivity. The business aspects could focus on the financial, marketing or events development applied to the industry. The academic ability of the student will be assessed through generic framework and knowledge of the industry. Alternatively the students may elect to undertake research into the specific professional field.

**Technology Enhanced teaching**

Teaching is supported through the use of the College VLE ‘Moodle’ where students will find much study skill information to support Academic Skill development in addition to subject content posted by subject tutors. Individual lecturers support the subject delivery through use of Interactive White Board; recorded teaching sessions; integration of video clips and blogs?

All assessments are submitted by electronic means and through ‘Turnitin’ where appropriate.

 Students have easy access to a wide range of ‘on line’ journals via Athens provided through a link to the College Learning Resources Centre.

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

Students studying at the college benefit from being taught in small groups by professionally qualified tutors many of whom maintain strong links to the vocational industry.

All students have a tutorial entitlement to access to a named personal tutor and to have regular group and individual tutorials to assist in supporting the student’s overall learning goals, and goals related to progression to another level of study or into employment.

Students also have access to careers and employability advice to assist in CV writing and skills requirements for interview to assist students to progress into employment. The College Additional Learning Support unit (the Greenhouse) provides specialist support where students have been formally assessed as in need of Disable Student Allowance on a tailored basis. The unit also provides study skill talks at induction and ‘on programme’ opportunities where students may need some additional learning support

Students are further supported by:

A Module Leader for each module

A Course Leader to help students understand the programme structure

A Learning Coach to give advice on professional development

Technical support to advise students on IT and the use of software

 An induction week at the beginning of each new academic session

Student Voice Committee

Student support facilities to provide advice on issues such as finance, regulations, legal matters, accommodation, international student support

The Union of Kingston Students

**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**

The College maintains strong links with employers such as Chessington zoo, Compassion in World Farming; the Pirbright Institute

Graduates with a BSc in Animal Management may gain employment in a variety of fields, such as: retail management, conservation management; animal collections management; ecology or the welfare sector. This will largely depend upon graduates’ career goals, and the skills and experience developed through industrial experience, research project and professional development. The Professional Development will provide the main vehicle for students to review and develop their employability skills

1. **Approved Variants from the UR**
2. **Other sources of information that you may wish to consult**

**See Subject benchmark for General Business Management**

<http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-business-management-15.pdf?sfvrsn=c7e1f781_10>

**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 6** |
|  | **Module Code** |  | **SG6002** | **SG6003** | **SG6005** | **SG6006** |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 | F | S | F |  |
| A2 |  | FS | F |  |
| A3 | S |  | S |  |
| A4 | S |  | F | S |
|  | A5 | - | S | S | S |
| **Intellectual Skills** | B1 | S | S |  | S |
| B2 | S | S |  | S |
| B3 | S | FS | S | S |
| B4 | - | - | - | - |
| **Practical Skills** | C1 | S | S | S | S |
| C2 |  |  | S |  |
| C3 | S | S | S | S |
| C4 | - | - | - | - |
| **Transferable Skills** | D1 |  |  |  |  |
| D2 |  |  |  |  |
| D3 |  |  |  |  |
| D4 |  |  |  |  |

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

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

 **Key Transferable Skills**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | 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 |
| SG6002 | S | FS | FS | S | S | S | S | S | FS | F | F | F | S | S | - | S | S | - | - | - | - | S | S | S | FS | S | S |
| SG6003 | S | FS | FS | S | S | S | S | - | F | F | F | - | S | S | - | S | S | FS | S | FS | S | S | S | S | - | S | S |
| SG6005 | S | S | FS | S | S | S | S | - | F | F | S | - | S | FS | FS | S | S | FS | S | S | S | S | S | S | - | S | S |
| SG6006 | S | S | FS | S | S | S | S | S | S | F | S | F | S | FS | FS | S | S | - | - | - | - | S | S | S | - | S | S |

**Technical Annex**

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| **Final Award(s):** | *Honours Degree* |
| **Intermediate Award(s):** | *N/A* |
| **Minimum period of registration:** | *1 year FT or 2 years PT* |
| **Maximum period of registration:** | *3 Years FT or 6 years PT* |
| **FHEQ Level for the Final Award:** | *Level 6* |
| **QAA Subject Benchmark:** | *General Business and Management**Agriculture, horticulture, forestry, food and consumer sciences* |
| **Modes of Delivery:** | *Full time and Part time* |
| **Language of Delivery:** | *English* |
| **Faculty:** | *Health, Science, Social Care and Education* |
| **School:** | *Life Sciences, Pharmacy and Chemistry* |
| **JACS code:** | *D3N2* |
| **UCAS Code:** |  |
| **Course Code:** |  |
| **Route Code:** |  |
|  |  |