

Programme specification

1. Overview / factual information

Programme/award title(s)	FD Animal Behaviour Welfare and Conservation
Teaching Institution	University Centre Kingston Maurward
Awarding Institution	The Open University (OU)
Date of first OU validation	March 2024
Date of latest OU (re)validation	n/a
Next revalidation	n/a
Credit points for the award	240
UCAS Code	D392
HECoS Code	100522, 101318
LDCS Code (FE Colleges)	n/a
Programme start date and cycle of starts if appropriate.	September 2024
Underpinning QAA subject benchmark(s)	QAA Subject benchmark statement for Agriculture, Horticulture, Forestry, Food and Consumer Sciences (2019) Characteristics Statement for Foundation Degrees (2020)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	n/a
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	FT, PT, face to face
Duration of the programme for each mode of study	2 years FT, 4 Years PT

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.

Dual accreditation (if applicable)	n/a
Date of production/revision of this specification	Sept 2024

2. Programme overview

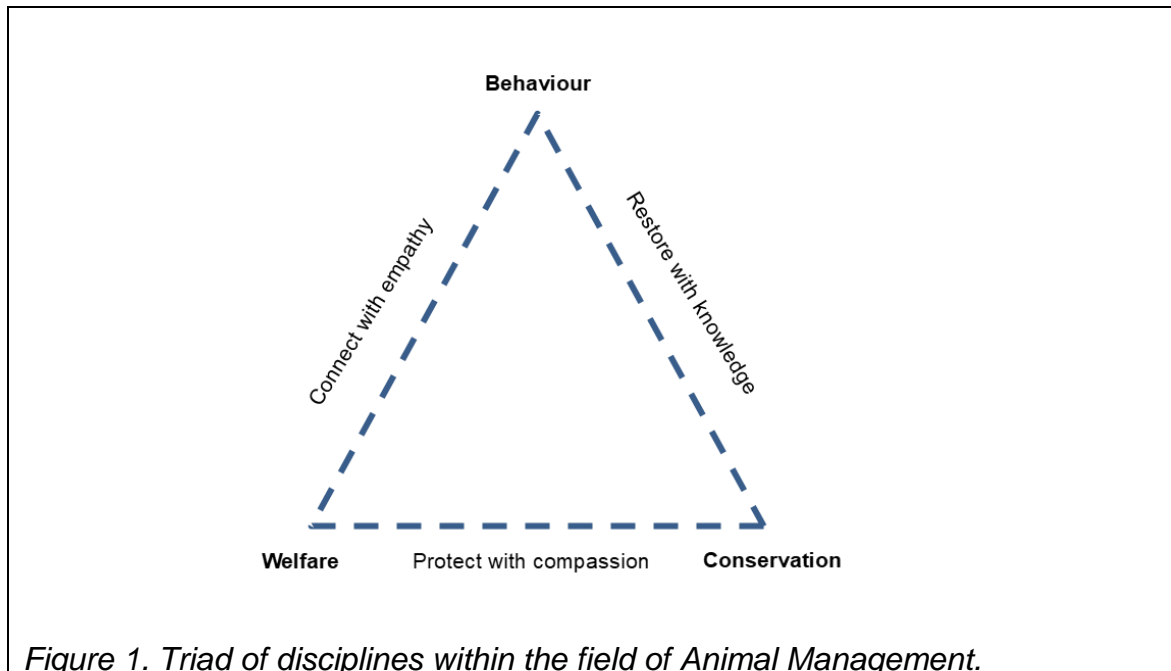
2.1 Educational aims and objectives

The primary aim of this programme is to prepare student for employment or further study in the animal industry. This may include the fields of behaviour management, husbandry, welfare improvement and wildlife conservation.

On completion of the Foundation Degree students should:

- have the relevant practical and professional skills with underpinning knowledge to enable them to gain employment within the animal industries;
- have an understanding of scientific concepts and a sound knowledge of animal science that can be applied in practical contexts;
- have the ability to make ethically sound and scientifically informed qualitative and quantitative judgements on animal behaviour, welfare and conservation issues;
- have the skills and knowledge for further academic study;
- have transferable management, communication, IT and interpersonal skills that can be applied within the animal industry;

An additional intent from the programme is to educate learners in a holistic manner for the interlinking triad of behaviour, welfare and conservation (see figure 1). Though there is opportunity to specialise in one area, all fields are connected to the others. Skills and knowledge in one area are transferable to be applied to all avenues.



2.2 Relationship to other programmes and awards

This is a key route of progression for students completing the Level 3 Extended Technical Diplomas in Animal Management within the College and other land-based colleges nationally. It is additionally a possible progression route for those on Level 3 Equine Management, Wildlife, Ecology and Countryside and Agriculture programmes.

Students studying similar BTEC programmes are also eligible for entry, including Applied Science as well as land-based subjects.

It is also a progression route for A Level students particularly those with Biology or Psychology.

It has consistently provided an entry route into Higher Education for non-traditional entrants such as mature students or students with Level 3 qualification such as A Level subject combinations that might not be a traditional combination for those looking at studying an animal science degree.

This programme allows for progression to the BSc (Hons) Animal Behaviour Welfare Conservation Top Up at UCKM

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.

Work-related Learning runs through both Level 4 and Level 5 to meet the expected specific characteristics of a foundation degree. In Level 4, learners undertake industry placement through the 20-credit Professional Industry Skills Development module. Further work-related learning is gained through other modules (see table 1 for a breakdown of notional credits and hours):

- Applied Animal Husbandry and Nutrition (Level 5) – learners evidence meeting industry standards in animal husbandry and record keeping
- Animal Health and Disease – development and practice of health and welfare checks to industry standard
- Welfare, Legislation and Ethics – creation of industry-standard welfare protocols and development of welfare campaign materials
- Advanced Behaviour Management – application of industry-specific practices in behaviour management plans
- Applied Conservation of Wildlife – application of survey techniques and licence applications for wildlife conservation
- Specialist Research Project – learners have the opportunity to work with industry to complete projects through data collection and data analysis

Table 1. Notional Work-Related Hours (WRL) from modules on the programme.

Module	Proportion of module towards WRL	Notional hours/ credits towards WRL
Professional Industry Skills Development	100%	20cr/50 placement hours
Applied Animal Husbandry and Nutrition	100%	20cr/ 42 hours portfolio development
Animal Health and Disease	40%	4cr/ 12 hours
Welfare, Legislation and Ethics	60%	12cr/ 16hours
Applied Conservation of Wildlife	60%	12cr/ 25 hours
	Total from core units	68cr/ 245hours
Advanced Behaviour Management (option)	60%	12 cr/ 16 hours
	Total with option unit	80 cr/ 261hours

Within the tutorial programme at Level 4, for those students with more limited practical experience (e.g. progression from A Levels rather than vocational qualifications), the programme leader can offer additional practical sessions for

learners supported by the Technicians team. This provides a more supervised and supported experience in preparation for industry placements and assessments within the programme.

2.4 List of all exit awards

FD Animal Behaviour Welfare and Conservation
Certificate of Higher Education in Animal Behaviour Welfare and Conservation

3. Programme structure and learning outcomes

Programme Structure - LEVEL 4			
Compulsory modules	Credit points	Is module compensatable?	Semester runs in
Study and Research Skills	10	Y	Both
General Principles of Conservation	20	Y	1
Animal Health and Disease	10	Y	2
Welfare, Legislation and Ethics	20	Y	2
Principles of Animal Behaviour	20	Y	1
Vertebrate and Invertebrate Biology	20	Y	1
Professional Industry Skills Development	20	No	both

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4

3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1 Apply a developing knowledge of the scientific method, practical work skills, report writing and presentation skills and relevant IT software;</p> <p>A2 Explain evolution and domestication in relation to anatomy and physiology for a range of animal species;</p> <p>A3 apply core knowledge to assess and improve animal health and welfare in industry settings</p> <p>A4 Evaluate animal welfare, ethics, and legislation within a range of cultural / societal contexts;</p> <p>A5 Apply underlying principles of animal behaviour and an understanding of behavioural study techniques;</p> <p>A6 Apply ecological and environmental principles to contextualise wildlife conservation;</p>	<p>The programme includes a range of teaching and learning methods:</p> <ul style="list-style-type: none"> • Taught sessions including group work, projects and discussions • All taught sessions are supported with further learning materials using MS Teams (VLE) • Work for formative feedback can be set via MS Teams • Suitable LOs can also be delivered with specific resources for practical and lab activities <p>Core within Study and Research Skills, but also integral to other modules in behaviour, biology, ecology and animal health. Assessments include elements of data collection, presentation and analysis.</p> <p>Core within Vertebrate and Invertebrate Biology, but also applied in behaviour and ecology modules. There is applicability within Animal Health and Disease.</p>

Learning Outcomes – LEVEL 4

3A. Knowledge and understanding

Direct link to Welfare, Legislation and Ethics and assessed through development of welfare protocols. Some placements may also offer opportunity to apply this

Direct link to Welfare, Legislation and Ethics and assessed through development of welfare campaigns

Principles of Animal Behaviour – assessed through core knowledge and behavioural observation studies

General Principles of Conservation – assessment will cover core knowledge of ecological principles and assessment of conservation techniques

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 apply knowledge based on the directly taught programme with some evidence of wider enquiry to industry-based tasks or settings</p> <p>B2 demonstrate understanding of core subject-specific theories, paradigms, concepts and principles, as well as some understanding of more specialised areas</p> <p>B3 demonstrate the ability to define problems, devise and evaluate possible solutions, and to solve both routine and unfamiliar problems</p> <p>B4 Find, analyse, summarise and evaluate information from academic literature and other sources of information</p> <p>B5 integrate lines of evidence from a range of sources to formulate responses to subject related issues</p> <p>B6 demonstrate the ability to consider issues from a wide range of multidisciplinary and interdisciplinary perspectives and to draw on appropriate concepts and values in arriving at a critical assessment</p>	<p>The programme includes a range of teaching and learning methods:</p> <ul style="list-style-type: none"> • Taught sessions including group work, projects and discussions • All taught sessions are supported with further learning materials using MS Teams (VLE) • Work for formative feedback can be set via MS Teams • Suitable LOs can also be delivered with specific resources for practical and lab activities <p>Modules will use a range of assessment methods including timed presentations, written reports, practical tasks. Some assessments will be conducted in time controlled conditions.</p> <p>The programme includes a range of teaching and learning methods:</p> <ul style="list-style-type: none"> • Taught sessions including group work, projects and discussions

3B. Cognitive skills

- All taught sessions are supported with further learning materials using MS Teams (VLE)
- Work for formative feedback can be set via MS Teams
- Suitable LOs can also be delivered with specific resources for practical and lab activities

The majority of tasks will aim to frame the assessment within an industry relevant, authentic scenario. Examples of these are the development and application of health and welfare assessment tools, developing a webpage, writing protocols that could be applied in industry settings, using standard structure for reports such as biodiversity action plans.

All assessments will include the need for clear referencing and citations to demonstrate evidence of research. Some assessments include the task of providing an annotated bibliography to show evaluation of sources.

The applied nature of many assessments within the programme requires the use of a multidisciplinary approach. This includes the application of biology in the context of welfare and health assessment, exploring ethical issues with conservation and application of skills in workplace settings

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 apply research skills and the scientific method with reliance on guidance to collect data and key points of evidence safely and within ethical constraints</p> <p>C2 relate investigations to prior work and reference it appropriately</p> <p>C3 use appropriate laboratory and field equipment competently and safely and apply a range of appropriate methods to solve challenging problems</p> <p>C4 create authentic work making use of appropriate designs, software, and technology</p> <p>C5 demonstrate competency in practical skills to assess scenarios such as animal health, welfare and behaviour</p> <p>C6 interpret and present practical results clearly and coherently</p>	<p>The programme includes a range of teaching and learning methods:</p> <ul style="list-style-type: none"> • Taught sessions including group work, projects and discussions • All taught sessions are supported with further learning materials using MS Teams (VLE) • Work for formative feedback can be set via MS Teams • Suitable LOs can also be delivered with specific resources for practical and lab activities <p>Study and Research Skills will develop skills in this area and assess them within specific tasks. Within other modules, learners will also apply research skills as well as principles to collect data (e.g. behavioural observations) this will form part of assessment.</p> <p>All assessments will be expected to be referenced and cited correctly, and feedback will be provided in all assessment on the use of these skills. Study and Research Skills will also specifically develop these skills and principles within delivery and assessment</p>

3C. Practical and professional skills	
	<p>Several units will involve active investigations in either lab or field settings to collect data, and using methods and equipment, in both formative and summative assessment. The accuracy of record keeping is essential within this learning. The application of these investigations will be to present, interpret and analyse results appropriately.</p> <p>Assessments are designed to be 'authentic' where possible and linked to industry. Examples include biodiversity action plans, welfare campaigns, protocols, feeding and diet plans, and meeting industry standards.</p>
3D. Key/transferrable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1 demonstrate team work and interpersonal skills to work with others, including those within a placement setting</p> <p>D2 Reflect on own progress and skills assessment on the programme and within a placement setting</p> <p>D3 Demonstrate time management and organisational skills to meet deadlines and expectations</p> <p>D4 Use a range of methods to communicate effectively with others</p>	<p>Module delivery will support the use of group discussion, presentations and practical activities, with scope for peer learning and feedback.</p> <p>The Professional Industry Skills Development module will cover criteria on skills applied in the process of searching, enquiring and applying for placements using interpersonal and communication skills. The assessment of WBL will also consider the use of team work and application of other skills through reflective practice and portfolios.</p>

3D. Key/transferable skills

Learners will be expected to meet deadlines for assessments throughout the programme, and communicate with teaching and technical staff as appropriate. Time management, organisation and communication will also be key to successful placement activity, and assessment for this will ask for provider feedback on these areas.

[Certificate in Higher Education Animal Behaviour Welfare and Conservation]

Compulsory modules	Credit points	Semester runs in	Compensatable?	Optional modules	Credit points	Is module compensatable?	Semester runs in
Research Project	20	Both	Y	Advanced Behaviour Management	20	Y	2
Breeding, Genetics and Welfare	20	Both	Y	Research and Education in Conservation	20	Y	2
Applied Husbandry and Nutrition	20	Both	No				
Anthrozoology	20	1	Y				
Applied Conservation for Wildlife	20	1	Y				

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1 Demonstrate confidence in the application of the scientific method, practical work skills, report writing and presentation skills and relevant IT software;</p>	<p>The programme includes a range of teaching and learning methods:</p> <ul style="list-style-type: none"> • Taught sessions including group work, projects and discussions

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
<p>A2 Relate the anatomy and physiology of animals to the application of genetics, evolution and domestication;</p> <p>A3 Act on detailed knowledge of practical animal husbandry and improving animal welfare in an objective manner</p> <p>A4 apply and challenge understanding of animal welfare, ethics, and legislation within a range of cultural / societal contexts;</p> <p>A5 show an applied understanding of behavioural study techniques to develop a behaviour management plans;</p> <p>A6 apply ecology and principles of conservation to habitat management planning and population monitoring;</p>	<ul style="list-style-type: none"> • All taught sessions are supported with further learning materials using MS Teams (VLE) • Work for formative feedback can be set via MS Teams • Suitable LOs can also be delivered with specific resources for practical and lab activities <p>Core within Research project module, but also integral to other modules in behaviour, conservation and Anthrozoology. Assessments include elements of data collection, presentation and analysis.</p> <p>Core within Breeding, Genetics and Welfare, but also applied in behaviour and conservation modules.</p> <p>Direct link to Animal Husbandry and Nutrition and assessed through development of practical skills to industry standards. Anthrozoology will consider the application of attitudinal change to improve welfare</p> <p>Direct link to Anthrozoology to consider affecting attitudinal change at individual and societal levels. Husbandry will also link to legislation such as Health and safety in the workplace</p>

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
	<p>Advanced Animal Behaviour – assessed through application of behavioural principles and techniques</p> <p>Conservation modules– assessment will cover habitat management models and assessment of field conservation techniques</p>
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 apply detailed knowledge based on the directly taught programme with clear evidence of wider enquiry</p> <p>B2 critically analyse subject-specific theories, paradigms, concepts and principles, as well as some understanding of more specialised areas</p> <p>B3 demonstrate the ability to prioritise problems, devise and evaluate possible solutions, and to solve both routine and unfamiliar problems</p> <p>B4 seek out, analyse, synthesise, summarise and critically evaluate information from academic literature and other sources of information</p>	<p>The programme includes a range of teaching and learning methods:</p> <ul style="list-style-type: none"> • Taught sessions including group work, projects and discussions • All taught sessions are supported with further learning materials using MS Teams (VLE) • Work for formative feedback can be set via MS Teams • Suitable LOs can also be delivered with specific resources for practical and lab activities

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
<p>B5 critical review lines of evidence from a range of sources to formulate and test hypotheses</p> <p>B6 demonstrate the ability to consider issues from a wide range of multidisciplinary and interdisciplinary perspectives and to draw on appropriate concepts and values in arriving at a critical assessment</p>	<p>Modules will use a range of assessment methods including timed presentations, written reports, practical tasks. Some assessments will be conducted in time controlled conditions.</p> <p>The majority of tasks will aim to frame the assessment within an industry relevant, authentic scenario. Examples of these are the development and application of health and welfare assessment tools, developing a webpage, writing protocols that could be applied in industry settings, using standard structure for reports such as biodiversity action plans.</p> <p>All assessments will include the need for clear referencing and citations to demonstrate evidence of research. Some assessments include the task of a providing an annotated bibliography to show evaluation of sources.</p> <p>The applied nature of many assessments within the programme requires the use of an multidisciplinary approach. At Level 5 learners will be expected to apply prior learning in a range of subjects across modules, for example Anthrozoology will apply understanding of ethics and welfare to human animal interactions, but also employ psychology theory.</p>

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
	The research project will support the use of hypotheses to be tested during the project. The project will also require considerable literature review as part of proposal and article phases of the project.
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 plan, conduct and present an independent investigation with guidance, relating investigations to prior work</p> <p>C2 use appropriate laboratory and field equipment highly competently and safely and apply a range of appropriate methods to solve challenging problems</p> <p>C3 create authentic work making use of appropriate designs, software, and technology</p> <p>C4 demonstrate industry-ready practical skills in husbandry, behaviour management, assessment of health or welfare or habitat quality.</p>	<p>The programme includes a range of teaching and learning methods:</p> <ul style="list-style-type: none"> • Taught sessions including group work, projects and discussions • All taught sessions are supported with further learning materials using MS Teams (VLE) • Work for formative feedback can be set via MS Teams • Suitable LOs can also be delivered with specific resources for practical and lab activities

3C. Practical and professional skills	
<p>C5 Apply critical judgment in selecting suitable strategies within management plans or to make recommendations to affect change</p> <p>C6 Analyse, interpret and present practical results to an expected standard in academic writing</p>	<p>The Research Project will develop and assess skills in independent research and project management. Within other modules, learners will also apply research skills as well as principles to collect data (e.g. behavioural observations) this will form part of assessment.</p> <p>All assessments will be expected to be referenced and cited correctly, and feedback will be provided in all assessment on the use of these skills. The Research Project will require the application these skills to undertake a suitable level of literature searches for a project.</p> <p>Several units will involve active investigations in either lab or field settings to collect data, and using methods and equipment, in both formative and summative assessment. The accuracy of record keeping is essential within this learning. The application of these investigations will be to present, interpret and analyse results appropriately.</p> <p>Assessments are designed to be ‘authentic’ where possible and linked to industry. Examples include field surveys, academic posters, protocols, feeding and diet plans, and meeting industry standards.</p>

3D. Key/transferrable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1 demonstrate effective team work and interpersonal skills to work with others including industry professionals</p> <p>D2 evaluate their own skills set and performance in practical and academic skills</p> <p>D3 Demonstrate a responsible approach to time management and organisational skills to meet deadlines and expectations</p> <p>D4 Communicate effectively to audiences in written, graphical and verbal forms, to present arguments and judgements cogently to affect change in the industry</p> <p>D5 Understand and be able to apply professional codes of conduct within in industry settings or scenarios</p>	<p>Module delivery will support the use of group discussion, presentations and practical activities, with scope for peer learning and feedback.</p> <p>The Work Based Learning module will cover criteria on skills applied in the process of searching, enquiring and applying for placements using interpersonal and communication skills. The assessment fo WBL will also consider the use of team work and application of other skills through reflective practice and portfolios.</p> <p>Learners will be expected to meet deadlines for assessments throughout the programme, and communicate with teaching and technical staff as appropriate. Time management, organisation and communication will also be key to successful placement activity, and assessment for this will ask for provider feedback on these areas.</p> <p>Animal Husbandry will expect portfolio assessment include skills assessment by learners on meeting industry standards in their work.</p>

[FD Animal Behaviour Welfare and Conservation]

4. Distinctive features of the programme structure

Key distinctive features of the programme are the practical nature of some modules, and the use of 'authentic' assessments. These features prepare graduates for entry into the animal management industry with experience of both practical elements of the subject and experience of industry-standard documentation or formats. Examples include:

- Welfare protocols
- Biodiversity Action Plans
- Feeding and diet plans
- Licence applications
- Preparing forms used for surveying or assessment of health or welfare
- Educational materials

Alongside the practical nature of some elements of the programme the programme still retains key elements of a science degree. Several modules promote and assessment skills in scientific investigation and data analysis. These activities include:

- Data collection through fieldwork and desk-based studies
- Analysis of direct data collection, including statistical testing
- Psychological investigations such as personality testing
- Application of a range of scientific methods in conservation and behaviour
- Application of literature reviews to plan investigations

The programme is designed to allow students in Level 5 to select modules to follow career routes for both employment and preparation for Level 6 programmes such as the BSc Animal Behaviour Welfare Conservation Top Up which also has similar career pathways.

The two pathways are companion and collection animals and wildlife conservation. Students can select options from either pathway but it is expected that students will aim to follow particular routes. The options are as follows:

companion and collection animals	wildlife conservation
Advanced Behaviour Management	Research and Education in Conservation

Work-related learning is considered of crucial importance in this Foundation Degree, and a total of 50 hours is advised to be undertaken during the first (Level 4) year as part of the Professional Industry Skills Development (PISD) module.

Students will be encouraged to undertake work placements *en bloc* at centres of excellence in animal conservation, behaviour and welfare. Many of these will be in distant locations or abroad, in which case there is provision for them to work during the summer vacation. The College's own collections are able to offer placement hours, but for wider experience, students are encouraged to gain other external placements.

Students may undertake their work-based learning at their current workplaces, if they receive an appropriate level of training, during the term days not attending College or during vacations. A workplace mentoring scheme would be organised with the employer under these circumstances to ensure that suitable developmental learning opportunities are provided for the student.

An agreed job specification will form part of the module to ensure a beneficial work-based learning placement for both the provider and student and that the employer will undertake to provide the learner with new experiences and learning opportunities.

A work-based learning handbook will be provided for both student and employer to follow agreed procedures for the work-based learning unit.

All students receive formal teaching sessions as part of the PISD module. These sessions cover a range of topics including: the importance of work-based learning; reflective learning; PDP, CV and Cover Letter writing; and performance management strategies. All students receive pre-placement briefings as part of the PISD module and the tutorial system.

Support whilst on placement is available via the Programme Leader and PISD Module Leader through e-mail, telephone and face-to-face communication. Both students and employers present a signed feedback sheet prior to the commencement of the placement. In addition, completion of placements requires sign-off by employers to confirm that the required number of hours has been worked, and there is a section for employers to comment on the student's performance throughout the placement. An interim work experience review form is also used to monitor progress. Students are encouraged to approach lecturers with any issues that may arise, but the College is also keen to investigate ways of increasing the number of visits for purposes of monitoring, possibly by making use of non-HE staff that are involved with Level 3 Industry Experience inspections.

PISD is formally assessed in the form of a written report, a reflective diary and a seminar presentation to fully reflect the importance attached to experiential learning in the course. A satisfactory report from the work-based learning provider is also required. A visit at the placement(s) by a

member of the teaching team may be carried out wherever practicable, but given the growing number of students undertaking overseas placements this is becoming increasingly less likely. Where visits cannot be undertaken, continued contact between the College and student will be maintained via suitable communication channels.

Several of the other taught modules also provide work-related learning as outlined in section 2.3. Learners additionally have opportunity to base assessments on placements or employment if relevant. For example, this could include elements of their Husbandry portfolio based on work in industry to evidence meeting criteria alongside evidence from the College collection.

5. Support for students and their learning

University Centre Kingston Maurward, as a part of Kingston Maurward College, has a dedicated Student Support team which provides help and advice on personal, emotional and / or practical problems and can also provide a confidential counselling service. Access to specialist support services, such as sex health services, community police, chaplaincy and drug and alcohol services, are also available either on campus or in the local community.

We encourage students to contribute to the running of the University Centre and have a very active and influential Student Engagement Group (SEG) which includes representatives from all courses and levels. There is also a student member position on the Higher Education Academic Board (HEAB). An HE student can also be voted on to the board of governors as a student representative to the Corporation.

We are proud of our commitment to equality and diversity, supporting students of all abilities and from all backgrounds.

The careers library at the College includes computer packages which students can use to explore ideas about different occupations and skills such as writing applications. The college employs a careers advisor and students can book appointments for advice and guidance at any time.

The College is fully committed to widening access and improving the quality of the support offered to students with Additional Learning Needs (ALN's). They offer help in accessing the Disabled Students' Allowance from Local Education Authorities and in obtaining exam concessions within the College. They also advise on assessments for dyslexia and offer individual tuition sessions as well

as liaison with Local Education Authorities, academic and support staff, and other organisations. Additionally, there are specially designed classrooms for 1:1 tutoring which are equipped with software such as Claro Read, Text Write and Inspiration.

Students can be assessed for eligibility for exam access arrangements (EAA) such as extra time, readers, scribes, rest breaks and IT support.

Pastoral support, help and advice is offered through the College 1-2-1 student support services. They provide information in relation to a variety of issues and details of relevant agencies and counselling services as applicable. Students studying on the FD Animal Behaviour Welfare and Conservation may also raise academic matters with the Programme Manager, First Year Tutor, Student Services Manager or HE Coordinator as well as individual module leaders.

Part-time students are also fully eligible to access support from student services and are expected to engage in pastoral support such as tutorials as full-time students are. There may be a need for flexibility with this to reflect the hours in college expected for a part-time student to attend based on modules selected in an academic year.

The University Centre's HE Team offers international students advice on the following issues:

- Immigration
- Fee status
- Money matters
- Health matters
- Welfare issues
- Academic issues

6. Criteria for admission

These regulations conform to the principles set out in the current version of the College's Academic Policies, Regulations and Procedures.

In addition, applicants should confirm their ability to study on a Foundation Degree by presenting evidence of:

- a) 48 new UCAS tariff points – normally one A-Level (Grade C or above) in a biological/ environmental science, or PPP grade at Level 3 in City and Guilds Advanced Technical Extended Diploma in Animal Management (1080) or PPP

in a BTEC Extended Diploma. Additionally, all candidates will normally be expected to present passes at Grade C or above in at least 4 subjects at GCSE level or equivalent. Passes at C or above will normally be expected in English and Mathematics.

Mature entry is actively encouraged and relevant work experience will be considered in place of formal qualifications.

International students required to meet IELTS (Academic) 6.0 or above (with minimum 5.5 in each component)

b) Potentially suitable students may be interviewed so that their interest, motivation and academic suitability can be assessed.

7. Language of study

English

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

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

n/a

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

Each programme has at least one External Examiner who monitors all aspects of the assessment process. This is in line with the advice and guidance provided by the QAA regarding External Expertise which emphasises that external examining is one of the principal means for maintaining UK threshold academic standards within autonomous higher education institutions. The role of the External Examiner will include meeting with delivery staff and students to discuss the structure, delivery and quality of the programme. This may include recommendations to adapt and improve the programme further during re-validation opportunities.

Each programme has a Programme Board which meets at least twice a year to discuss, inter alia, the student experience (including feedback) but may also discuss programme design and planning. The SEG includes representatives of each level/ year of each programme, programme leaders and the Head of Higher Education, as well as a senior manager to discuss student feedback.

Any actions and the minutes of these meetings will be presented within the Higher Education Academic Board where necessary, particularly where feedback or other matters need consideration by the board such as changes to programme structure or delivery, or wider cross college impact.

Student feedback both qualitative and quantitative is collected for each module studied through internal surveys (Student Unit Evaluation SUE). In addition, the University Centre actively engages in the National Student Survey (NSS) and publishable data from this survey also informs quality improvement actions.

The Head of Higher Education completes an annual Self Assessment Review of provision that is reviewed and ratified by the College Governing body Quality and Standards committee. This report is informed by programme reports completed by Programme Leaders to review performance of programmes. As part of the exam board process there will be a module review board where unit tutors will review outcomes to 3-year trends and benchmarks. The department SAR also includes an annual Quality Improvement Plan (QIP) which feeds into the overall College SAR and QIP.

Other measures to monitor, evaluate and improve programme delivery include graded lesson observation of teaching staff, regular professional development opportunities and the College appraisal process.

UCKM has an Ethics and Research Policy and process. This requires students that are planning to undertake research projects/ dissertations, or projects that

may include data collection and analysis, to submit an ethical review of their proposal via their module tutor or project supervisor. The Ethics and Research Review panel (ERRP) will consider proposals. This may include co-opted panel members, for example the manager of the College Animal Park collection, to advise the panel on the suitability of proposals. The aim of the panel is not necessarily to stop projects going ahead but to advise students to adjust project proposals to fit within ethical and research guidelines. Projects should not be initiated unless projects have been approved by the ERRP to go ahead.

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

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

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

Level	Study module/unit	Programme outcomes																						
		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	
4	Study and Research Skills	✓						✓				✓	✓		✓					✓	✓		✓	✓
	General Principles of Conservation						✓				✓		✓				✓						✓	✓
	Animal Health and Disease		✓	✓						✓		✓						✓					✓	✓
	Welfare, Legislation and Ethics			✓	✓			✓		✓		✓			✓		✓	✓		✓		✓	✓	✓
	Principles of Animal Behaviour					✓		✓	✓		✓			✓						✓		✓	✓	✓
	Vertebrate and Invertebrate Biology	✓	✓					✓	✓		✓				✓	✓							✓	✓
	Professional Industry Skills Development																			✓	✓	✓	✓	✓

Level	Study module/unit	Programme outcomes																							
		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	
5	Research Project	✓						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	
	Breeding, Genetics and Welfare		✓	✓	✓				✓		✓		✓			✓	✓						✓		
	Applied Husbandry and Nutrition			✓	✓			✓		✓	✓						✓	✓		✓	✓	✓		✓	
	Anthrozoology			✓	✓	✓		✓	✓				✓	✓			✓		✓				✓	✓	
	Advanced Behaviour Management (o)		✓			✓			✓	✓				✓	✓	✓		✓	✓		✓	✓		✓	✓
	Applied Conservation for Wildlife				✓		✓	✓	✓		✓	✓			✓		✓		✓				✓	✓	
	Research and Education in Conservation (o)	✓					✓				✓			✓	✓		✓				✓	✓	✓		

