

## Programme specification

### 1. Overview / factual information

<b>Programme/award title(s)</b>	Diploma in HE Dairy Herd Management
<b>Teaching Institution</b>	University Centre Kingston Maurward
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	April 2024
<b>Date of latest OU (re)validation</b>	n/a
<b>Next revalidation</b>	n/a
<b>Credit points for the award</b>	240
<b>UCAS Code</b>	D402
<b>HECoS Code</b>	1000974, 1000517
<b>LDCS Code (FE Colleges)</b>	n/a
<b>Programme start date and cycle of starts if appropriate.</b>	September 2024
<b>Underpinning QAA subject benchmark(s)</b>	QAA Subject benchmark statement for Agriculture, Horticulture, Forestry, Food and Consumer Sciences (2019)
<b>Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.</b>	n/a
<b>Professional/statutory recognition</b>	n/a
<b>For apprenticeships fully or partially integrated Assessment.</b>	n/a
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face) Apprenticeship</b>	FT, PT, face to face
<b>Duration of the programme for each mode of study</b>	2 years FT, 4 Years PT
<b>Dual accreditation (if applicable)</b>	
<b>Date of production/revision of this specification</b>	March 2024

**Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.**

**More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.**

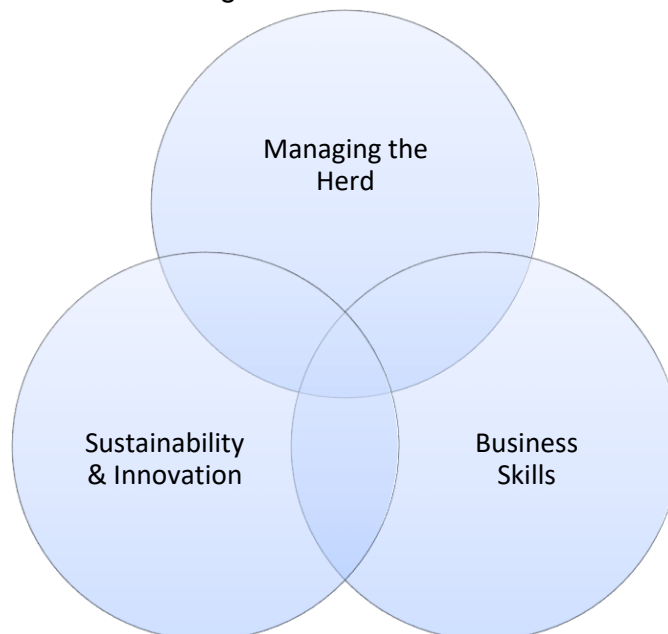
**The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.**

## 2. Programme overview

### 2.1 Educational aims and objectives

This programme aims to provide specific higher skills and knowledge to support those entering or already in the dairy industry in Dorset and the surrounding counties, and nationally. The ability to upskill or gain current and detailed knowledge to enter the dairy sector locally is limited. This programme aims to fill this gap through applied and strategic skills to manage dairy enterprises effectively.

The programme will develop skills in three linked areas for good agricultural management as seen in the diagram below:



Within these spheres are the following skills development:

- Managing the Herd – Health, Welfare, Nutrition and Breeding
- Business Skills – Procurement, Workforce Management, Marketplaces

- Sustainability and Innovation – Technology, Diversification, Data Management, Future Proofing

## 2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

This will provide a progression route for Level 3 Vocational students from land-based colleges. A Levels will also be eligible, but applicants should have additional dairy experience.

It is a good route for mature learners already in industry to upskill, with options for part time or modular study on the programme.

This programme allows for progression to the BSc (Hons) Rural Business Management 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.

n/a

## 2.4 List of all exit awards

Certificate HE in Dairy Herd Management

Diploma HE in Dairy Herd Management

### 3. Programme structure and learning outcomes

*(The structure for any part-time delivery should be presented separately in this section.)*

<b>Programme Structure - LEVEL 4</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Study and Research Skills	10			Y	both
Introduction to Bovine Anatomy and Physiology	10			Y	1
Dairy Herd Fertility	20			Y	both
Herd Health and Welfare	20			Y	both
Good Environmental and Sustainable Practices	20			Y	2
Forage Crop Production	20			Y	both
Herd Feeding and Nutrition	20			Y	both

Intended learning outcomes at Level 4 are listed below:

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A1</b> Identify and explain the function of key anatomical and physiological systems in cattle.</p> <p><b>A2</b> Demonstrate a detailed knowledge of production husbandry and nutrition in dairy livestock.</p> <p><b>A3</b> Demonstrate knowledge of good environmental and sustainable practices in dairy production systems.</p> <p><b>A4</b> Understand and appreciate animal welfare, ethics, and legislation within livestock production contexts.</p> <p><b>A5</b> Apply principles of animal health and breeding for the promotion and monitoring of dairy herds.</p> <p><b>A6</b> Demonstrate knowledge of the application of forage crops in dairy production systems.</p> <p><b>A7</b> Identify, evaluate and cite appropriate sources of information, such as journals, articles, books and websites, using research.</p>	<p>The programme is structured to provide modules in academic skills and core anatomy and physiology in cattle to support students to apply these skills in other modules acrosss the programmes.</p> <p>Introduction to Bovine Anatomy and Physiology will meet A1 in Semester 1 to develop knowledge in this area as learners complete Dairy Herd Fertility, Herd Feeding and Nutrition and Herd Health and Welfare. These are unsemestered modules so that learners can experience production cycles in herd management within the programme delivery. These modules will meet A2, A4 and A5.</p> <p>Study and Research Skills is a module that will develop academic skills in research and writing in semester 1 for A7, and then develop skills in statistics and data analysis in semester 2. This will support skills needed for academic writing in the programme assessments and progression to Level 5 where learners will complete a research project. Learners will get opportunity linked to other modules to collect and analyse authentic datasets to provide context.</p> <p>Good Environmental and Sustainable Practices links to A3, and will also link to core themes within other modules to ensure environmentally sound and sustainable production systems are used.</p>

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p>Assessments will be based on ‘Authentic’ principles for design, with task expected to represent industry based outcomes such as protocols, business planning and practical tasks. Opportunity will be taken for learners to relate assessments directly to their own industry practice whether employment or internship in the industry.</p> <p>Within module delivery there is opportunity for formative feedback through discussion, peer feedback, group work and assignment support sessions. Taught sessions may include some lecture style sessions, but will also regularly include group work, discussion and research-based tasks rather than more formal teaching styles. Where possible sessions will aim to include practical and offsite opportunities to provide applied learning opportunities.</p>
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B1</b> Evaluate the roles of key physiological processes in physical and cellular immunity and in the stages of reproduction in cattle.</p> <p><b>B2</b> demonstrate understanding of concepts and principles in production systems, as well as some understanding of more specialised areas.</p>	<p>Introduction to Bovine Anatomy and Physiology provides opportunity to explore a range of physiological processes linked to production for B1, that will be further developed in the other herd management modules that meet B2 and B3.</p> <p>Study and Research Skills meets B4 and B6 through research skills, academic writing and data analysis. Data collection and analysis is within other modules such as Forage Crop Producton.</p>

<b>3B. Cognitive skills</b>	
<p><b>B3</b> demonstrate the ability to define problems, devise and evaluate possible solutions, and to solve both routine and unfamiliar problems in livestock production and welfare.</p> <p><b>B4</b> seek out, analyse, synthesise, summarise and evaluate information from datasets, academic literature and other sources of information.</p> <p><b>B5</b> integrate lines of evidence from a range of sources to formulate industry ready protocols and processes.</p> <p><b>B6</b> demonstrate the ability to apply issues from a wide range of multidisciplinary and interdisciplinary perspectives within industry-related scenarios.</p>	<p>Application to formulate industry protocols and procedures is developmental in the herd management modules and Good Environmental and Sustainable Practice.</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>Teaching and learning, and the majority of assessment 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, writing protocols that could be applied in industry settings, using standard structure for reports such as business 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. This includes the application of biology in the context of welfare and health assessment, exploring ethical issues with organic vs intensive production systems and application of skills in workplace settings</p>

<b>3B. Cognitive skills</b>	
	<p>Within module delivery there is opportunity for formative feedback through discussion, peer feedback, group work and assignment support sessions. Taught sessions may include some lecture style sessions, but will also regularly include group work, discussion and research based tasks rather than more formal teaching styles. Where possible sessions will aim to include practical and offsite opportunities to provide applied learning opportunities.</p>
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1</b> Identify key anatomical and physiological features <i>in-situ</i> and using laboratory specimens.</p> <p><b>C2</b> Apply clear protocols for herd management for biosecurity and maintaining good environmental and sustainable practices.</p> <p><b>C3</b> Demonstrate good practical skills highly competently and safely and to promote herd health and welfare.</p> <p><b>C4</b> Create authentic work making use of appropriate designs, software, and technology.</p> <p><b>C5</b> Apply practical skills in forage crop production through a range of effective methods.</p>	<p>Introduction to Bovine Anatomy and Physiology will meet C1, through practical and laboratory lessons in semester 1, but the other herd management modules will allow additional application of these skills.</p> <p>The three herd management modules will include practical lessons to show principles in application, and Good Environmental and Sustainable Practice will include practical opportunity for learners to assess in practice for C2. Practical skills linked to C5 will be developed within the Forage Crop Production module. Again these modules are not in semesters so that learners can experience complete production cycles.</p> <p>All assessments will be expected to be referenced and cited correctly, and feedback will be provided in all assessments on the use of these skills. Study and Research Skills will also specifically develop these skills and principles within delivery and assessment.</p>



<b>3C. Practical and professional skills</b>	
<p><b>C6</b> Interpret and present practical results in a logical manner.</p>	<p>Several units will involve active investigations in either industry based or field settings to perform key herd management tasks, use and collect data, and using methods and equipment, in both formative and summative assessment. This will be specifically developed in Study and Research Skills for C6. 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 business plans, protocols, feeding and diet plans, impact assessments, and meeting industry standards.</p> <p>Within module delivery there is opportunity for formative feedback through discussion, peer feedback, group work and assignment support sessions. Taught sessions may include some lecture style sessions, but will also regularly include group work, discussion and research-based tasks rather than more formal teaching styles. Where possible sessions will aim to include practical and offsite opportunities to provide applied learning opportunities.</p>
<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1</b> Demonstrate teamwork and interpersonal skills to work with others.</p> <p><b>D2</b> Application of maths and statistical analysis to meet business and management needs.</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 Herd and Forage Crop Production module includes practical elements that will require skills in teamwork and communication to achieve. Study and Research Skills provides opportunity to meet D2, as will data analysis in other modules.</p>

<b>3D. Key/transferable skills</b>	
<p><b>D3</b> Demonstrate time management and organisational skills to create appropriately planned protocols and production systems that are logical and cogent and within expected timeframes.</p> <p><b>D4</b> Use a range of methods to communicate effectively with others.</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 protocols and processes in production systems for learners to demonstrate.</p>

**[Certificate in Higher Education Dairy Herd Management]**

Compulsory modules	Credit points	Semester runs in	Optional modules	Credit points	Is module compensatable?	Semester runs in
Sustainable Resource Management	20	1			Y	
Technology, Innovation and Maintenance	20	2			Y	
Genetics and Genomics	20	1			Y	
Specialist Research Project	20	Both			Y	
Higher Business Skills	20	2			Y	
Welfare, Inspection and Accreditation	20	1			Y	

Intended learning outcomes at Level 5 are listed below:

<b>Learning Outcomes – LEVEL 5</b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A1</b> Apply a detailed knowledge of husbandry and nutrition to make informed improvements in dairy production.</p> <p><b>A2</b> Demonstrate applied understanding of compliance to ensure that high welfare standards are met in an objective manner.</p> <p><b>A3</b> Explain cost and benefits of sustainable resource management to ensure productivity and meet industry and organisational expectations.</p> <p><b>A4</b> Apply underlying principles of business and management to strategic business decision-making and planning.</p> <p><b>A5</b> Use principles of animal health, breeding and genomics to modify production models or improve herd quality.</p> <p><b>A6</b> Show a strategic understanding of the application of technology and innovation to improve dairy production models.</p>	<p>A1 is a core outcome that will be a thread through several modules, particularly, Welfare, Inspection and Accreditation, Sustainable Resource Management, Genetics and Genomics and Technology, Innovation and Maintenance as these will be integral to production.</p> <p>A2 will be core to Welfare, Inspection and Accreditation, as well as linking to Technology, Innovation and Maintenance and Genetics and Genomics.</p> <p>Higher Business Skills and Sustainable Resource Management will enable students to meet A3 and A4.</p> <p>Technology, Innovation and Maintenance and Genetics and Genomics will both provide opportunities to specifically meet A5 and A6. The development of new technology and workforce management will also be linked to this through business strategy and planning.</p> <p>Within module delivery there is opportunity for formative feedback through discussion, peer feedback, group work and assignment support sessions. Taught sessions may include some lecture style sessions, but will also regularly include group work, discussion and research based tasks rather than more formal teaching styles. Where possible sessions will aim to include practical and offsite opportunities to provide applied learning opportunities.</p>

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>B1</b> Develop solutions to issues in dairy production and welfare using applied knowledge of cattle anatomy and physiology.</p> <p><b>B2</b> Create detailed strategies or plans using concepts and principles in production systems, to meet industry standards and regulation and improve industry practice.</p> <p><b>B3</b> Critically evaluate the effectiveness of environmental, technological and sustainable practice in dairy production systems.</p> <p><b>B4</b> Critically analyse the role of genetics and genomics in influencing dairy production and welfare.</p> <p><b>B5</b> Integrate lines of evidence from a range of sources to formulate and test hypotheses.</p> <p><b>B6</b> Demonstrate the ability to consider issues from a wide range of multidisciplinary and interdisciplinary</p>	<p>The programme at Level 5 will expect learners in lessons and assessments to start to apply their knowledge and understanding from Level 4 to develop an evaluative and solutions-based approach to improve industry practice. This will also involve skills to identify poor practice.</p> <p>The improvement of practice may come from applying understanding in cattle biology (B1), or proposals to change production systems/ methods (B2). The use of technology or sustainable practice will be encouraged in the development of solutions (B3).</p> <p>The Genetics and Genomics module will meet B4, but will also be part of Technology, Innovation and Maintenance with new approaches to artificial insemination and herd fertility for example.</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, magazine articles, infographic posters, writing protocols that could be applied in industry settings, using standard structure for reports such as business improvement action plans.</p>

<b>Learning Outcomes – LEVEL 5</b>	
<b>3A. Knowledge and understanding</b>	
<p>perspectives and to draw on appropriate concepts and values in arriving at a critical assessment.</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 Genetics and Genomics will apply understanding of ethics and welfare to breeding for production.</p> <p>The Specialist Research Project will support the use of hypotheses to be tested during the project (B5). The project will also require considerable literature review as part of proposal and article phases of the project (B6).</p> <p>Within module delivery there is opportunity for formative feedback through discussion, peer feedback, group work and assignment support sessions. Taught sessions may include some lecture style sessions, but will also regularly include group work, discussion and research based tasks rather than more formal teaching styles. Where possible sessions will aim to include practical and offsite opportunities to provide applied learning opportunities.</p>

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1</b> Plan, conduct and present skills for business such as organisation, conduct and professionalism.</p> <p><b>C2</b> Design effective protocols for herd management employing suitable technology and innovation.</p> <p><b>C3</b> Critically analyse the impact of regional and local supply chains and networks on sustainability in dairy business enterprises.</p> <p><b>C4</b> Create authentic work making use of appropriate designs, software, and technology.</p> <p><b>C5</b> Describe adequately and record accurately for both in situ and ex situ work.</p> <p><b>C6</b> Analyse, interpret and present practical results independently using statistical applications.</p>	<p>The Higher Business Skills module will meet A1, but business skills will also form part of Sustainable Resource Management, and there is cross over between these two modules for C3. Modules in Genetics, Technology and Accreditation will meet C2 with a range of scenarios in teaching, learning and assessment to meet industry practice. Industry practice is a core elements of the programme, particularly for learners at Level 5, and modules will meet C4 in teaching and learning.</p> <p>The Specialist 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. production data, business predictions) 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 Specialist Research Project module 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 industry 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>

<b>3C. Practical and professional skills</b>	
	<p><u>Learners will complete statistical analysis using a range of resources. Statistical analysis is possible using on line platforms - Stats Kingdom (<a href="http://www.statskingdom.com">www.statskingdom.com</a>) and Stats Cloud (<a href="http://www.statscloud.app">www.statscloud.app</a>) without subscriptions or licences. All students have access to Office 365 and can use the Data Analysis Add-on in Excel as part of this application. Access to Office 365 also provides access to microsoft analytics such as PowerBI and Fabric</u></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>
<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1</b> Demonstrate effective interpersonal skills to work with others including industry professionals.</p> <p><b>D2</b> Apply statistical analysis techniques to interpret data and present results in cogent way.</p> <p><b>D3</b> Demonstrate sustainable and ethical approaches to procurement and workforce management.</p> <p><b>D4</b> Communicate effectively to audiences in written, graphical and verbal forms.</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 Higher Business Skills module will cover criteria on skills applied in professionalism in business and using interpersonal and communication skills (D1, D4). The assessment of this module and also Sustainable Resource Management will also consider the use of appropriate approaches to meeting business needs for staffing and supplies (D3).</p> <p>The use of technology and genetics within industry, as well as meeting expectations on welfare or particular accreditation, require clear professional and legislative protocols (D5).</p>



<b>3D. Key/transferable skills</b>	
<p><b>D5</b> Apply professional codes of conduct within in industry settings or scenarios.</p>	<p>The Specialist Research Project, as well as some other module delivery, will require the collection of data and application of statistics (D2). Learners will be expected to meet deadlines for assessments throughout the programme, and commicate with teaching and technical staff as appropriate. Time management, organisation and communcation will also key to sucesful placement activity, and assessment for this will ask for provider feedback on these areas.</p> <p>Some modules use logbook types assessments so that learners can demonstrate skills over the time period of the module, and reflect on skills development.</p>

**[Diploma in Higher Education in Dairy Herd Management]**

#### 4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
  - where in the structure above a professional/placement year fits in and how it may affect progression
  - any restrictions regarding the availability of elective modules
  - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
  - how the delivery of the academic award fits in with the wider apprenticeship
  - the integration of the 'on the job' and 'off the job' training
  - how the academic award fits within the assessment of the apprenticeship

The key feature of this programme is its industry focus and aim to provide skills for a dairy industry that meets future demands of production and also demands to be sustainable.

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 dairy industry with experience of both practical elements of the subject and experience of industry standard documentation or formats. Examples include:

- Welfare protocols
- Business plans
- Feeding and diet plans
- Licence applications
- Management accounts
- Preparing forms used for surveying or assessment of welfare

Alongside the practical nature of the programme, the programme still retains key elements of business management. Several modules promote and assess skills in business and management. These activities include:

- Development of business plans and business continuity
- Analysis of direct data collections, including statistical testing
- Operational planning for workforce organisation
- Planning for business change and diversification

#### 5. Support for students and their learning

*(For apprenticeships this should include details of how student learning is supported in the workplace)*

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 College and have a very active and influential Student Council which includes HE representatives and an HE student ambassador.

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. Additionally, students will be able to access careers-related resources through the Royal Agricultural University as validating HEI. 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 give advice 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 Diploma in HE in Dairy Herd Management 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 College'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

*(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)*

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 Biology, Mathematics, Business Studies, or PPP grade at Level 3 in City and Guilds Advanced Technical Extended Diploma in Agriculture (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)

*(Summary of the approved assessment plan and how the academic award fits within this and the EPA)*

n/a

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

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 Committee 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 committee will include representatives of each level/ year of each programme, programme leaders and Head of Higher Education.

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.

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10. Changes made to the programme since last (re)validation
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<i>n/a</i>
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Annexe 1: Curriculum map

## Annexe 1 - Curriculum map

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

Level	Study module/unit	Programme outcomes																						
		A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4
4	Dairy Herd Fertility	✓				✓			✓	✓	✓					✓	✓				✓	✓		
	Forage Crop Production						✓			✓			✓	✓				✓			✓	✓		✓
	Study and Research Skills							✓				✓		✓				✓		✓		✓		✓
	Bovine Anatomy and Physiology	✓							✓						✓									
	Good Environmental and Sustainable Practices			✓							✓		✓	✓		✓	✓						✓	✓
	Herd Health and Welfare	✓			✓					✓	✓	✓	✓			✓	✓						✓	✓
	Herd Feeding and Nutrition	✓	✓							✓			✓			✓	✓							✓

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	Specialist Research Project	✓						✓				✓	✓				✓	✓	✓		✓		✓	
	Higher Business Skills				✓				✓	✓				✓		✓				✓			✓	
	Sustainable Resource Management			✓	✓					✓						✓				✓		✓		✓
	Genetics and Genomics					✓	✓	✓				✓			✓					✓				✓

	Technology, Innovation and Maintenance			✓		✓			✓		✓		✓	✓			✓	✓				
	Welfare, Inspection and Accreditation	✓	✓		✓		✓	✓					✓		✓	✓	✓		✓		✓	✓



