



<b>Full Programme Approval (FPA)</b>
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1	School	Animal Care
2	Title of Programme	Animal Management
3	Award (e.g. FdA, FdSc)	FdSc
4	Contained Award (list the contained awards available for those students who do not complete the full programme; e.g Certificate of HE for successful completion of 120 credits at Level 4)	Certificate of HE for successful completion of 120 credits at Level 4
5	UCAS code (if applicable)	D328
6	JACS codes	D328/D320/D327
7	Mode of Study (full or part-time)	FT
8	Duration (total number of years)	2
9	Number of weeks per academic year	31 UG Each trimester consists of eight weeks of module delivery. Trimester 1 has an extra week in which students are prepared for study at the new level.
10	Location of delivery	Nuns Corner UCG / Nunsthorpe campus
11	Accrediting Professional / Statutory Body (if applicable)	NA
12	Entry requirements (including (CEFR) level)	<b>Standard offer</b> Applicants will need 48 UCAS Tariff points including:

- Minimum GCSE grade C/4 or equivalent in English
- 1 A level (or equivalent) in a science related subject or a pass achieved in a level 3 extended / national diploma or a pass in an Access to Higher Education Diploma

**Non-standard offer**

In line with the widening participation brief and lifelong learning strategy, the Institute will also encourage applications from non-traditional learners who lack formal academic qualifications. All such non-traditional applicants will be interviewed, set an appropriate piece of work (entry assignment) and a judgement made taking into account their academic potential and relevant experience. The entry assignment, a 750 word essay, will be completed, with an allocated time of three hours, on interview attendance and will be relevant to the subject and industry of Animal Management.

**Accreditation of prior learning**

Applicants may be admitted with credit for prior certificated learning (APcL) or work/life experience or other uncertificated learning (APeL) – refer to the Higher Education Quality Handbook.

Students who have successfully completed another relevant programme of study at least at the equivalent level may be eligible to apply for APcL. Claim forms must be supported by the official transcript or certificate of the awarding body of the original qualification and any guidance explaining the allocation of credit and grading scheme used to enable module comparison.

Students may also be eligible to apply for life or work experience or other uncertificated learning in which the acquisition of skills or knowledge at the equivalent level to the higher education programme has been gained. These APeL claim forms must be supported by a portfolio containing previously assessed evidence which can be mapped to the learning outcomes encompassed within this Foundation Degree in Animal Management and include supporting letters or statements from third parties (i.e. employers) to validate any claims made within the portfolio by the applicant. Further, a letter or statement of support from the programme leader identifying any interviews or discussions that have taken place with particular attention being paid to ensure that should the accreditation be

		<p>granted, the applicant or enrolled student would be able to cope with the demands of the programme.</p> <p><b>International admissions</b>  The Institute recognises a wide range of entry qualifications as being equivalent to A' level standard; if students hold a qualification not listed above please contact the Institute's admissions team on +44 (0) 1472 311222 ext 434.</p> <p>International students must evidence they possess a satisfactory command of English language in terms of reading, writing, listening and are expected to have achieved Level B2 on the Common European Framework of Reference for Language (CEFR), as defined by UK Visas and Immigration.</p>
13	Minimum number of students – for numbers less than this approval for the programme to start must be obtained	10
14	Degree classification weighting	
	Certificate stage	0%
	Intermediate/Foundation Degree stage	100%
15	Aims of the programme and distinctive features/fit with existing provision	
<p><b>Programme overview:</b></p> <p>The programme will equip you with the skills and knowledge required to pursue a successful career within the animal care sector. Our strong links with organisations (for example veterinary practices, zoos, and animal rescue centres) who provide work placements will ensure that you develop your employability within the industry throughout your studies. If you're already working in the industry, this Foundation Degree will give you a qualification that opens up opportunities for promotion or alternative roles particularly within the animal management industry. The Foundation Degree Animal Management will improve your progression opportunities in a range of subjects and / or professional areas such as research zoology, veterinary practice, and conservation, management of zoological collections, animal rescue and welfare. The programme will develop your knowledge of animal management through formal lectures and seminars together with providing a unique opportunity to develop your practical skills in animal management through working with our animal collection which includes a range of exotic and non-exotic species. The knowledge and understanding of key principles related to each module will be further underpinned through the undertaking of 56 hours of structured online learning. Your practical competencies and employability will also be further developed through undertaking 40 hours of work based experience with animal management organisations operating in areas</p>		

such as veterinary practice, animal rescue, wildlife conservation, and animal collection management. Work placements will be assessed through the use of a Critical Analysis of Placement document which will include a log of hours, workplace journal and mentor feedback.

Specifically, the programme will develop qualities which will enable you to be successful in a career demanding higher skills such as management roles within the animal care sector. The programme has been designed in close partnership with industry experts and through consultation with organisations (BlueCross, Lincolnshire Wildlife Park, local veterinary clinics etc.) within the animal care sector which will enable you to meet the needs of industry where there is a highlighted skills shortage. Overall the Foundation Degree in Animal Management will equip you with the qualities required to achieve success in a highly competitive environment. You will be enabled to excel in the animal care, management and/or science sector with real opportunities to succeed both in employment, self-employment or within further higher education studies and research.

### The key aims of the programme are to:

- **Provide opportunities for developing understanding and skills in the principle topics of animal management**
- **Provide opportunities for academic and personal development which enables progression opportunities within the area of animal management**
- **Improve employability and work readiness with a focus on competencies required to succeed in the animal management industry**
- **Provide opportunities to evidence higher skills such as problem solving**
- **Equip candidates for globally changing business / industry environment**
- **Provide a natural internal progression for graduates The Grimsby Institute of Further and Higher Education level 3 Extended Diploma in Animal Management programme**
- **Provide a local provider for a niche / specialist subject area where there are only 35 related Foundation Degrees being offered by 20 separate learning providers within the entire UK.**
- **Provide an opportunity to gain experience in the workplace through the completion of work based learning underpinned by academic studies.**
- **Offer a programme of study which will provide and equip graduates to progress into an industry where there is a high skills shortage of graduates**

- **Develop leadership skills through the opportunity to mentor further education learners in their skill and knowledge acquisition.**
- **Provide an opportunity to undertake both learning (acquisition and application) in both practical skills and theoretical knowledge within key animal management subject areas such as animal handling, husbandry, management of collections, veterinary practice and wildlife conservation.**

### Distinctive features:

- Onsite BlueCross rehoming cattery linked (only learning provider in UK with onsite BlueCross cattery) to BlueCross hospital (one of four within the UK) providing opportunities for the development of employability
- Onsite commercial dog grooming parlour and dog day kennels providing opportunities for the development of employability
- Small groups with tuition from industry expert members
- Excellent practical resources at the Nunsthorpe campus with access to developing practical skills within Animal Care's animal house and practical areas. Practical lessons exist with a growing animal collection including recent additions of exotic animals such as Meerkats together with a wide range of species including livestock, reptiles, invertebrates, mammals and birds.

### Fit with existing provision:

**Enables natural progression from existing curriculums to ensure academic pathways and lifelong learning are enabled**

- The Foundation Degree will be mapped to allow for natural academic progression from relevant further education qualifications. The Foundation Degree Animal Management follows a natural curriculum progression route from the Grimsby Institute's level 3 Diploma in Animal Management.
- The Foundation Degree is also designed and mapped to allow you to progress to higher education qualifications at level 6 and above. Graduates from the Foundation Degree Animal Management may have the opportunity to top up onto the final year of a bachelor's degree in subjects such as zoology, conservation, animal husbandry, animal behaviour and welfare.

16	<p>Programme intended learning outcomes</p> <p><i>Reference the relevant subject benchmark statement(s) for each outcome (in brackets after each outcome)</i></p> <p><i>State supporting learning, teaching and assessment strategies for each group of outcomes</i></p>		
a	Knowledge and understanding of		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 35%; vertical-align: top;"> <p>A1. Apply knowledge and critical understanding of the well-established principles (such as biology, animal husbandry and conservation) in animal management and the way in which those principles have developed. (AHFFCS 3.6.1)</p> <p>A2. The skills and competencies in animal husbandry and welfare which are required for career progression in the animal management industry (AHFFCS 3.7.8)</p> <p>A3. Integrate and evaluate theory, investigation and field work and the development of principles into practice for key topic areas of animal management such as biology, animal husbandry, welfare and conservation. (AHFFCS 3.5.3)</p> <p>A4. With reference to relevant legislation the growing importance of</p> </td> <td style="width: 65%; vertical-align: top;"> <p>Teaching and learning methods/strategies:</p> <p>Knowledge and understanding will be acquired through a number of methods within animal management. Methods of delivery for the development and acquisition of knowledge and understanding of animal management will include formal lecturers, research focus groups, seminars, independent research opportunities and tutorials.</p> <p>Industry expert guest speakers and external visits will underpin the curriculum and enrich the overall learning process. Enrichment will be directly mapped to the overarching curriculum and will include visits to zoos, wildlife parks, veterinary practices and other areas of the animal management industry.</p> <p>Independent and self-directed study will form a fundamental core aspect of the programme of study. The use of virtual learning environments will be pivotal in supporting independent learning through providing supportive material, assignment workshop forums, and assessment documents.</p> <hr/> <p>Assessment</p> <p>A variety of assessment methods will be used to enable an inclusive opportunity for achievement within a diverse cohort of learners. Assessment opportunities will include traditional methods such as essays, reports, and presentations.</p> <p>The programme will also provide an opportunity for non-traditional assessment methods to be used which will encourage wider skills (such as the use of technology) acquisition in the learning environment. Such innovative methods of assessment will include for example the development of websites and eBooks to present assessment evidence.</p> </td> </tr> </table>	<p>A1. Apply knowledge and critical understanding of the well-established principles (such as biology, animal husbandry and conservation) in animal management and the way in which those principles have developed. (AHFFCS 3.6.1)</p> <p>A2. The skills and competencies in animal husbandry and welfare which are required for career progression in the animal management industry (AHFFCS 3.7.8)</p> <p>A3. Integrate and evaluate theory, investigation and field work and the development of principles into practice for key topic areas of animal management such as biology, animal husbandry, welfare and conservation. (AHFFCS 3.5.3)</p> <p>A4. With reference to relevant legislation the growing importance of</p>	<p>Teaching and learning methods/strategies:</p> <p>Knowledge and understanding will be acquired through a number of methods within animal management. Methods of delivery for the development and acquisition of knowledge and understanding of animal management will include formal lecturers, research focus groups, seminars, independent research opportunities and tutorials.</p> <p>Industry expert guest speakers and external visits will underpin the curriculum and enrich the overall learning process. Enrichment will be directly mapped to the overarching curriculum and will include visits to zoos, wildlife parks, veterinary practices and other areas of the animal management industry.</p> <p>Independent and self-directed study will form a fundamental core aspect of the programme of study. The use of virtual learning environments will be pivotal in supporting independent learning through providing supportive material, assignment workshop forums, and assessment documents.</p> <hr/> <p>Assessment</p> <p>A variety of assessment methods will be used to enable an inclusive opportunity for achievement within a diverse cohort of learners. Assessment opportunities will include traditional methods such as essays, reports, and presentations.</p> <p>The programme will also provide an opportunity for non-traditional assessment methods to be used which will encourage wider skills (such as the use of technology) acquisition in the learning environment. Such innovative methods of assessment will include for example the development of websites and eBooks to present assessment evidence.</p>
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	<p>sustainability in a global context within industry and the widening environmental impacts associated with the animal management sector and how these impacts can be reduced. (AHFFCS 3.6.8)</p>	<p>For each module there will be an opportunity for learners to present and receive feedback for improvements on assessment evidence within formative submissions. The position of formative submission dates will enable learners an opportunity to improve their overall evidence within a sufficient timeframe to enable a summative submission date to be met.</p>
b	<p>Intellectual skills – be able to</p>	
	<p>B1. Critically analyse and apply theoretical concepts and principles of animal management which can be applied in industry in a global context. (AHFFCS 3.10.5)</p> <p>B2. Collect, examine, evaluate and outline information from more than one line of evidence related to the subject of animal management. (AHFFCS 3.10.3) (AHFFCS 3.10.1)</p> <p>B3. With reference relevant legislation plan, conduct and evaluate research and draw relevant conclusion. (AHFFCS 3.7.5)</p> <p>B4. Recognise and apply appropriate theories, concepts and principles within the discipline of animal management. (AHFFCS 3.10.2)</p>	<p>Teaching and learning methods/strategies:</p> <p>Intellectual thinking skills are developed during the sessions that students will attend; including lectures, seminars, workshops and group activities where students will be encouraged to engage in discussion, evaluation and analysis of their subject area.</p> <p>At all levels there will be specific modules such as ‘study skills’ where the curriculum is designed to develop the learner’s personal and academic performance.</p> <p>Learners will also have the opportunity to independently plan, conduct and report on a line of research which maps to the overall subject matter of animal management. Research is to be encouraged both within a practical and literature review context.</p> <hr/> <p>Assessment</p> <p>Methods of assessment will include scenarios where intellectual skills can be evidenced both in practical and theoretical settings. Learners will be assessed in the application of intellectual skills through planning, conducting and reporting on analytical research which investigates theories and concepts within the overarching subject of animal management.</p>

c	Practical/Professional skills – be able to	
	<p>C1. Develop, exercise and reflect upon industry standard competencies in animal management (AHFFCS 3.11.6)</p> <p>C2. Work safely with due regard for animal welfare, taking account of safety regulations, legal requirements including intellectual property rights, and the impact of investigations on the environment. (AHFFCS 3.11.4)</p> <p>C3. Plan and undertake practical investigations in a responsible and safe manner, paying due attention to risk assessment, ethics, relevant health and safety regulations, legal requirements, and sensitivity of the impact of investigations on the environment and</p>	<p>Teaching and learning methods/strategies:</p> <p>The programme will provide an opportunity for direct participation in practical animal management tasks. All tasks will be directly mapped into practical specific modules where the curriculum will support the application of skills and knowledge in professional industry environments. Learners will have the opportunity to access outstanding practical facilities and apply their knowledge to a growing range of exotic animal species within the Nunsthorpe campus.</p> <p>Learners will further gain opportunities to exercise their practical and professional competencies through engagement in work based placements. Work based experience is designed as a core module which enables learners to exercise and develop their employability within the land based industries.</p> <p>Assessment</p> <p>Practical tasks will be assessed with a range of methods including reflective self-assessment reports, witness statements and formal observations. Assessments are designed to enable learners to demonstrate practical competencies and have these formally recognised and acknowledged.</p>



	<p>stakeholders. (AHFFCS 3.11.3)</p> <p>C4. Demonstrate self-management and reflect upon personal performance within the practical environment to evidence continued professional development (AHFFCS 3.8.7) (AHFFCS 3.16.6)</p>	
d	Transferable skills – be able to	
	<p>D1. With reference to relevant legislation evaluate and reflect upon personal performance in the completion of animal management related tasks as an individual or as a team member. (AHFFCS 3.15.8) (AHFFCS 3.15.4)</p> <p>D2. Identify and work towards targets for personal, academic and career</p>	<p>Teaching and learning methods/strategies:</p> <p>There will be opportunities embedded and integrated into all modules throughout this programme of study for learners to develop transferable skills which can be applied both in the learning and professional work environment. Specific modules such as 'Introductory Skills in the Workplace', 'Skills for Study and Employability' and 'Advanced Skills in the Workplace' will provide focused attention on the development of transferrable skills.</p> <p>Learners will be encouraged to develop transferrable skills which will include effective; task and time management, communication, problem solving, target setting, cooperative and independent task completion, data interpretation, application of technology and self-evaluation / critical analysis of performance.</p>

development within the area of animal management (AHFFCS 3.16.4)	Assessment
D3. Perform in a manner appropriate to allocated roles and responsibilities within the animal management industry (AHFFCS 3.15.5) (AHFFCS 3.13.2) (AHFFCS 3.16.1)	
D4. Use and interpret digital data and information to present results and conclusions. (AHFFCS 3.14.5) (AHFFCS 3.12.5) (AHFFCS 3.12.4)	Assessment of skills will be fundamentally integrated into all modules and assessments where opportunities will be provided for reflection on personal performance. Learners will be provided the opportunity through assessments to reflect upon personal performance and critically analyse their application of transferrable skills in task completion.

17	Programme structure <i>(please delete stages not required)</i>
Certificate Stage	

#### Trimester 1 modules

Code/ New	Title	Core/ Option	Credits	Level	Compensatable Yes/No
NEW	Fundamental Biological Principles	C	20	4	Yes
NEW	Skills for Study and Employability	C	20	4	Yes

#### Trimester 2 modules

Code/ New	Title	Core/ Option	Credits	Level	Compensatable Yes/No
NEW	Introductory Skills in the Workplace	C	20	4	Yes
NEW	Animal Adaptions	C	20	4	Yes

Trimester 3 modules

Code/ New	Title	Core/ Option	Credits	Level	Compensatable Yes/No
NEW	Practical Collections	C	20	4	Yes
NEW	Animal Health	C	20	4	Yes

Intermediate/Foundation Degree Stage

Trimester 1 modules

Code/ New	Title	Core/ Option	Credits	Level	Compensatable Yes/No
NEW	Nutrition	C	20	5	Yes
NEW	Animal Behaviour	C	20	5	Yes

Trimester 2 modules

Code/ New	Title	Core/ Option	Credits	Level	Compensatable Yes/No
NEW	Advanced Skills in the Workplace	C	20	5	Yes
NEW	Veterinary Science	C	20	5	Yes

Trimester 3 modules

Code/ New	Title	Core/ Option	Credits	Level	Compensatable Yes/No
NEW	Ecology and Conservation	C	20	5	Yes
NEW	Research development	C	20	5	Yes

18	References used in designing the programme	QAA – Subject benchmark statements for Agriculture, horticulture, forestry, food and consumer sciences 2016
19	Employers used in designing the programme	Programme content, structure and curriculum has been carefully designed through consultation with employers / organisations (BlueCross, Lincolnshire Wildlife Park, hydrotherapy centres, local veterinary clinics) within the animal care industry. The application of an online survey enabled the overall curriculum design to be representative of industry needs. The

		<p>online survey ensured that and ensured that feedback and input on curriculum design was enabled from employers / organisations including;</p> <ul style="list-style-type: none"> <li>• James St Veterinary Centre, Louth</li> <li>• Lincolnshire Wildlife Park</li> <li>• Grimsby hydrotherapy centre, Healing waters</li> <li>• Blue cross animal hospital, Grimsby</li> </ul>
20	Indicators of quality and standards	<p>The programme will follow the QA standards of the Grimsby Institute Group (the Institute). The programme has been written with reference to appropriate external reference points.</p> <p>QAA reviews, through the Institute will be published and any weaknesses addressed as appropriate. The Institute also undertakes a number of scheduled internal periodic and thematic reviews throughout each academic year to assure itself of the quality and standards of its provision.</p> <p>External Examiners reports are received by the HE Quality department and a copy forwarded to the relevant School at the Institute. The Institute requires action plans to be created for any actions recommended as a result of student, tutor, moderator or External Examiner comments. These are reported to the HE Progression and Standards Committee. The Institute also monitors External Examiner reports and these are reported on through faculty self-evaluation and enhancement documents, the Institute's quality enhancement report and the Institute's External Examiner's institutional analysis report.</p> <p>Annual course reviews (AMRs) will take place in line with the requirements of the Institute and actions planned to rectify any weaknesses and further develop the quality of the provision. These AMRs are moderated internally by the Curriculum Manager and then submitted to the HE Quality department to ensure key sources such as External Examiner reports are fully reflected upon before being published and also to reduce variability in the quality of information presented.</p>

21	Particular support for learning	<p>The needs of disabled learners are taken into account in the design of all learning programmes.</p> <p>Students will be screened at induction to identify those with individual learning support needs. The Institute has well-established procedures in place to support all identified students through the application and assessments for the Disabled Students' Allowance to secure any specialist equipment or tuition which is required.</p> <p>Students will also be invited in for advice and support through the DSA procedure.</p> <p>Each student is entitled to tutorials with the programme leader to discuss individual issues relating to both modules and the programme overall.</p> <p>Students' academic progression is closely monitored and supported by a Success Coach. Success Coaches work to ensure that all students achieve and are supported in the achievement of higher grades.</p> <p>In addition, the Institute employs an Academic Achievement Coach. The Academic Achievement Coach is responsible for working with students to support them in the development of their study skill abilities and includes interventions such as support towards use of ICT, giving presentations, using formal writing and appropriate academic conventions, avoiding plagiarism, analytical and critical writing skills. Students have access to one support and also timetabled study skill workshops.</p>
22	Methods for evaluating and improving the quality of learning	<p>All students will have the opportunity to comment on the quality of the learning experience on each module. Staff will also be expected to complete module evaluations for each module that they deliver. This feedback must be analysed by the module leader and the results fed into the annual monitoring report, faculty self-evaluation document and subsequent year's module handbook. Programme and module leaders must give consideration to modification to improve the delivery of any module and this should be recorded in the annual monitoring report and carried</p>

		<p>forward for minor or major modifications as appropriate.</p> <p>The Institute's policy requires that all teaching staff should be observed delivering learning at least annually. Teaching and learning that does not reach the minimum expected standard will result in an action plan agreed between the line manager and the member of staff.</p> <p>Student satisfaction is measured by student surveys on larger courses, on the smaller courses student opinion may be gathered by other survey means. Student representatives are invited to course team meetings and additionally have the opportunity to raise items with the course leader at individual meetings outside the course team.</p> <p>Further, the Institute holds HE Student Subcommittee meetings each trimester at which their remit is to:</p> <ul style="list-style-type: none"> <li>• consider matters relating to the student experience within Higher Education</li> <li>• enhance the learner voice within the Institute's Higher Education strategic and operational agenda</li> <li>• look at areas for development</li> <li>• provide feedback on areas of good practice</li> <li>• put forward suggestions of the development of Institutional policy and strategy</li> <li>• collate from and report back to other students any key themes and outcomes relating to the learner experience</li> </ul>
23	<p>Identify any ethical issues that relate to this programme's teaching and assessment (supporting material may be monitored from time to time)</p>	<p>Ethical issues may arise from the following potential scenarios which learners may be engaged with during their studies on FdSc Animal Management. Specific areas where ethical issues may arise include:</p> <ul style="list-style-type: none"> <li>• Maintaining animal welfare within the work related practical environment</li> </ul>

		<ul style="list-style-type: none"> <li>• Maintaining animal welfare within the work based practical environment</li> <li>• Undertaking investigative projects within the practical science laboratory environment</li> <li>• Undertaking practical ecology field investigations involving population surveys</li> <li>• Administration of medical treatment to animals within the work related and work based practical environment</li> </ul> <p>All staff on programme undertake regular Continual Professional Development to ensure that they fully understand, promote and practice approaches to working within practical animal environments is in line with the Animal Welfare Act 2006. Maintenance of the Five Freedoms for Animals will be an integral element of the overall programme.</p> <p>Proposed literature reviews and primary research such as conducting surveys may require ethical approval depending upon the nature of the topic. Ethical approval will be achieved through submission of proposals to the Institutes Ethical Committee which meets regularly throughout the academic year.</p>
24	Is the 20 credit Level 5 mandatory module Work Based or Work Related?	Work based
25	How are WBL opportunities managed, monitored and reviewed, and what particular arrangements are there for student support (e.g identification and quality assurance of placement opportunities, management arrangements, learning agreements, mentoring , supervision arrangements and support for employers).	<p>Work based learning will be monitored and assessed within a specific work experience module where evidence will be assessed through candidate completion of reflective journals, assessor observations and witness statements of where candidates have met specific assessment criteria.</p> <p>Learners will be supported in preparation for the workplace through the delivery of the following modules:</p>

		<ul style="list-style-type: none"> <li>• Introductory Skills in the Workplace</li> <li>• Skills for Study and Employability</li> <li>• Advanced Skills in the Workplace</li> </ul> <p>There is the general expectation that students will actively seek their own placements, however, the University Centre Grimsby has a well-developed and structured work based learning support team who are available to support students in finding, vetting and starting a work related learning placement. During the completion of work related learning hours, the student will be expected to continually communicate with a placement mentor. The placement mentor will be a suitably qualified and experienced person, designated by the placement provider, responsible for supervising the student while on placement. Learners will be expected to evidence (employer feedback, completion of work place journals) competence against a range of set criteria which covers; health and safety, adherence to legislation in the land based industry, maintenance of an animal's surrounding environment and the monitoring of an animal's health and welfare.</p> <p>The Institute's international strategy means that international students may be admitted onto the FdSc Animal Management programme subject to meeting the entry requirements. It has to be noted that with international students there are border agency limits regarding working in the UK. The UKVI rule on work placements for a non HEI is that a work placement is permitted if it is an integral and assessed part of the course and the time spent on it must not exceed 33% of the length of the course. The minimum study time per week must be 15 hours per week so the placement could therefore be 5 hours placement with 10 hours classroom study. The Work Based Learning code of practice is available at:</p> <p><a href="http://www.grimsby.ac.uk/highereducation/documents/quality/CoPWBL_approved_Nov_06.pdf">http://www.grimsby.ac.uk/highereducation/documents/quality/CoPWBL_approved_Nov_06.pdf</a></p>
26	Have all resources (both physical and human) been considered for the programme with specific consideration	Lecture rooms / theatres



	given to the RTS status of all teaching staff on programme? Please provide detail here.	Science laboratories Practical Animal Collections Environment Veterinary practice room All tutors are experienced in delivering at higher education and hold RTS.
27	Other sources of information about this programme	NA
28	Date of most recent Institute periodic review	NA
29	Year of next Institute periodic review	NA
30	Revision History	
Version	Details of minor modification	Date of approval
1.5	Change to trimester model	31/01/19
1.6	Changes to which trimester modules are delivered in	03/08/2020
3		
4		
5		

**Curriculum Map** (demonstrating which programme outcomes are delivered in each module)

Use numbering as per programme outcomes numbering in section 18.

Programme Outcomes																		
Module name	Code	Level	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
Introductory Skills in the Workplace	NE W	4		x		X					X	x			x	x		
Skills for Study and Employability	NE W	4						x		x				x	x	x		x
Fundamental Biological Principles	NE W	4	x		x			x	x	x			X		x			x
Animal Health	NE W	4	x	x			x	x		x		x					x	
Animal Adaptations	NE W	4	x		x			x	x				x		x			x
Practical Collections	NE W	4		x		X	x				X	x		x	x	x	x	
Advanced Skills in the Workplace	NE W	5		x		X				x	X	x		x	x	x	x	X
Research development	NE W	5	x		X			x	X				X					x
Ecology and Conservation	NE W	5	x		X	x	X		X	x	X	x				x	x	
Veterinary Science	NE W	5	x	x	x			x			x	x	x					
Animal Behaviour	NE W	5		x	x			x	x			x	X	x	x			

Nutrition	<b>NE W</b>	<b>5</b>	<b>x</b>	<b>x</b>	<b>x</b>		<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>		<b>x</b>	<b>x</b>	<b>x</b>		<b>x</b>
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### Specific Programme Outcomes

<b>Knowledge and understanding of:</b>
A1. Apply knowledge and critical understanding of the well-established principles (such as biology, animal husbandry and conservation) in animal management and the way in which those principles have developed. (AHFFCS 3.6.1)
A2. The skills and competencies in animal husbandry and welfare which are required for career progression in the animal management industry (AHFFCS 3.7.8)
A3. Integrate and synthesise theory, investigation and field work and the development of principles into practice for key topic areas of animal management such as biology, animal husbandry, welfare and conservation. (AHFFCS 3.5.3)
A4. With reference to relevant legislation the growing importance of sustainability in a global context within industry and the widening environmental impacts associated with the animal management sector and how these impacts can be reduced. (AHFFCS 3.6.8)
<b>Intellectual skills – be able to:</b>
B1. Critically analyse and apply theoretical concepts and principles of animal management in a work context. (AHFFCS 3.10.5)
B2. Collect, analyse, synthesise and summarise information from several lines of evidence. (AHFFCS 3.10.3) (AHFFCS 3.10.1)
B3. With reference relevant legislation plan, conduct and evaluate research and draw relevant conclusion. (AHFFCS 3.7.5)
B4. Recognise and use appropriate theories, concepts and principles within the discipline of animal management. (AHFFCS 3.10.2)
<b>Practical skills – be able to:</b>
C1. Develop, exercise and reflect upon industry standard competencies in animal management (AHFFCS 3.11.6)
C2. Work safely with due regard for animal welfare, taking into account of safety regulations, legal requirements including intellectual property rights, and the impact of investigations on the environment. (AHFFCS 3.11.4)
C3. Plan and undertake practical investigations in a responsible and safe manner, paying due attention to risk assessment, ethics, relevant health and safety regulations, legal requirements, and sensitivity of the impact of investigations on the environment and stakeholders. (AHFFCS 3.11.3)
C4. Demonstrate self-management and reflect upon personal performance within the practical environment to evidence continued professional development (AHFFCS 3.8.7)
<b>Transferable skills – be able to:</b>

- D1. With reference to relevant legislation evaluate and reflect upon personal performance in the completion of animal management related tasks as an individual or as a team member. (AHFFCS 3.15.8) (AHFFCS 3.15.4)
- D2. Identify and work towards targets for personal, academic and career development (AHFFCS 3.16.4)
- D3. Perform in a manner appropriate to allocated roles and responsibilities within the animal management industry (AHFFCS 3.13.5)
- D4. Use and interpret digital data and information to present results and conclusions. (AHFFCS 3.14.5)

## Assessment Methods Matrix

Assessment Method	Introductory Skills in the Workplace	Skills for Study and Employability	Fundamental Biological Principles	Animal Health	Animal Adaptations	Practical Collections	Research development	Ecology and Conservation	Veterinary Science	Animal Behaviour	Nutrition	Advanced Skills in the Workplace
eBook			3000 words (75%)									
Website					4000 words (100%)			3750 words (75%)				
Essay Assignments									1250 words (25%)			
Video blog									15 minutes (75%)			
report										5000 words (100%)	3500 (70%)	
Fieldwork Reports								1250 words (25%)				
Poster Exhibitions				3000 words (75%)								

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Work Placement Reports	(100%)											
Practical journal essay						(100%)						
Laboratory investigation written report			1000 words (25%)									
Literature review proposal		2000 words (50%)										
Online examination		2 hours (50%)										75 minutes (25%)
Literature review project report							5000 words (100%)					
Self-evaluation written report		4000 word (100%)										
Oral Presentations		15 minute (100%)		10 minutes (25%)							20 mins (30%)	
Critical Analysis of Placement document												(75%)

