UCAS code: D302

This handbook is published for students studying at Weston College on the above programme and is available in a range of alternative formats on request.



FdSc Animal Management

University Centre Weston

in partnership with

University of the West of England

(Hartpury College)

Academic Year: 2014/15

Programme Handbook



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# Introduction

## Welcome

Welcome to the FdSc Animal Management Foundation Degree. This course is offered in partnership between UWE (Hartpury College) and University Centre Weston (UCW). You are a registered student at UWE and at UCW, and you have access to services on both sites.

You have embarked on a course which is going to be both challenging and exciting, and we hope that you reap the benefits from it, by enjoying the varied opportunities that will be made available to you. Your tutors expect that you will develop both academically and personally as a result of your experiences over the coming years.

We would like to take this opportunity to welcome you to studying in the Animal Science Department and on the Foundation Degree and hope that your stay with us will be a happy and enjoyable one. We also hope that studying with us encourages you to continue the process of lifelong learning.

## Purpose of the Handbook

This handbook gives you essential background information that will be of help in your studies on the Animal Management programme. It provides links to the definitive data sources wherever possible. The handbook can be accessed via your Moodle account: <https://moodle.weston.ac.uk/course/view.php?id=355>

Please note that the electronic version will be kept up to date and you will be notified of any significant changes. If you have taken a hard copy of any information please remember to refer back to the electronic version to ensure that you are working with the most up to date information.

For **module information** please see the respective Module Handbook.

# Course content

## Course Distinctiveness

Your course of study is made up of a number of modules from the University of the West of England’s Undergraduate Modular Scheme. A module is a unit of study which has specific learning outcomes, content and methods of assessment.

The modules that you will study belong either to UCW or Hartpury College; however you will be based primarily at UCW. All programmes are subject to the academic rules and regulations of the University of the West of England, which can be found on the UWE website.

Some modules may have pre-requisites or co-requisites. Pre-requisites are conditions that you need to have successfully achieved before you can start a module. Co-requisites are conditions that need to be satisfied at the same time as being enrolled on the module. In either case, this information is detailed in the module specification which you can find in your module guides.

If you are enrolled on a full time programme of study you will be expected to take 120 credits in each academic year. The exact modules that make up your programme will be shown in this programme handbook. All modules are compulsory – you have to successfully complete these in order to get your particular named award.

Part-time students have to take the same amount of credits as full-time students to get their award but these are spread over a greater number of years i.e. 3 years. Part time students study around 80 credits per year.

The Programme has a Programme Leader who will be able to advise you regarding any queries about your chosen programme of study.

If you successfully gain all the credits necessary to gain the Foundation Degree, you can apply for progression to year 3 of the BSC (Hons) programme at Hartpury College.

The Foundation Degree is a level 5 qualification as illustrated in the diagram below (UK National Qualifications Framework). If you successfully gain all the credits necessary to achieve your award, you can apply for progression to year 3 (level 6) of the Bachelor’s degree programme at Hartpury College.

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Figure 1: Framework for Higher Education Qualifications

This course has been designed with employability in mind and has been written to enable students to engage with the issues and developments affecting the Animal Management industry. Its vocational focus allows students to spend a significant amount of time within the workplace in order to gain experience, manage a variety of small projects and develop a range of skills. A vocational approach is underpinned by academic theory and industry standards which allow students to assess situations, make comparative judgments and suggest a range of alternative approaches. The modules have been designed to deliver a balance of theory and practical experience of key aspects of the Animal Management industry.

### Link Tutor

Each programme has an identified link tutors from its validating partner University whose role it is to support the UCW team and students. The link tutors for your programme are:

|  |  |  |
| --- | --- | --- |
| Name | Role at Hartpury | Email address |
| Jane Williams | Head of Department (HE Animal and Land Sciences) | Jane.williams@hartpury.ac.uk |
| Tamara Montrose  | Subject Manager (HE Animal and Land Sciences) | Tamara.montrose@hartpury.ac.uk |

**Course structure**

### Year One

|  |
| --- |
| **Full time****Year 1 of study** |
| **Level** | **Title** | **Credits** | **Code** |
| **4** | **Animal Management I** | **30** | **UINVLL-30-1****UIEVLG-30-1** |
| **4** | **Principles of Animal Behaviour**  | **15** | **UINXQ5-15-1** |
| **4** | **Introduction to Veterinary Science** | **15** | **UINXR3-15-1** |
| **4** | **Mammalian Systems Biology** | **15** | **UINXR4-15-1** |
| **4** | **Animal and Equine Nutrition** | **15** | **UINXQ9-15-1** |
| **4** | **Business Studies** | **15** | **UINXQY-15-1** |
| **4** | **Introduction to Animal Welfare**  | **15** | **UINXK9-15-1** |
| **4** | **Principles of Animal Biology (optional)** | **15** | **UINXK8-15-0** |

### Year Two

|  |
| --- |
| **Year 2 of study** |
| **Level** | **Title** | **Credits** | **Code** |
| **5** | **Animal Management II** | **30** | **UINVK9-30-2****UIEVKA-30-2** |
| **5** | **Data Analysis** | **15** | **UINXPW-15-2** |
| **5** | **Research Methods** | **15** | **UINXPU-15-2** |
| **5** | **Ethics and Welfare**  | **15** | **UINSXW-15-2** |
| **5** | **Applied Animal Health and Disease** | **30** | **UINXSN-30-2** |
| **5** | **Independent Report** | **15** | **UINXRX-15-2** |

All HE programmes at UCW are delivered as a collection of modules, which build on each other to form a complete programme of study. Each module carries a credit rating, defining how much study time it takes to complete. Notionally, 1 credit equates to 10 hours study time (so 10 credits = 100 study hours). “Study hours” includes lectures, seminars, tutorials, group work, independent study and research – in fact, any time that contributes to your learning on the module.

# Course Aims

The FdSc Animal Management programme is designed to develop in students an understanding of all aspects of animal/equine biology and specifically animal health and welfare. The programme will provide the students with the knowledge and skills to pursue a career in the professional care of animals/equines. Graduates will have the relevant skills and knowledge to progress to higher education.

## Course Learning Outcomes

This programme will enable students to:

* Access a distinctive approach to teaching, learning and assessment through the utilisation of work related and work based learning throughout the programme
* Enter a clear structure for training and progression within the animal management industry.
* Raise standards and skills levels within the animal management industry.
* Appreciate Health and Safety legislation influencing work within the animal management industry
* Understand and apply current welfare legislation.
* Develop a sound understanding of both the science and the management skills needed to progress in animal related careers.
* Understand the impact of animal husbandry on welfare.
* Develop academic, professional, generic practical and employability skills which will equip them for gaining employment and being successful at work.
* Prepare for progression to study higher degrees in the animal management sector.
* Engage with the management and care of animals in a variety of settings.
* Effectively develop and utilise employability skills which will help them to function effectively as members of a flexible, adaptable and competitive workforce which will help to fulfil the skills shortage identified by LANTRA.

This programme is designed to equip graduates with the knowledge and ability needed to work within the rapidly expanding animal management industry. Students will acquire essential practical experience (including the handling of animals/equines, differentiating healthy and diseased animals, and general animal management), as well as indepth theoretical knowledge (including health and disease, anatomy and physiology, nutrition, management and behaviour), with key transferable skills heavily embedded within all modules.

The programme:

* Develops basic scientific principles to instill a knowledge and understanding of the animal in health and disease, management and nutrition and uses this understanding to study animals in the context of present day industry and environment;
* Prepares students for employment, in particular in animal-related employment
* Provides students with an intellectual challenge based on a scientific and analytical approach;
* Provides both group and autonomous ‘hands-on’ experience including:
* Examining health of animals;
* Experience in handling animals;
* Practical experience in laboratory skills.
* Develops in students the skills and qualities supportive to achieving success in all aspects of personal and working life;
* Provides students with the opportunity to build on previous achievement, however acquired, without the need to replace it;
* Provides a basis for and encourages progression to degree qualifications;
* Subscribes and contributes to the philosophy and operation of the University of the West of England’s Undergraduate Modular Scheme.

## Interim Awards

Students who do not complete the course but successfully achieve at least 120 credits will be eligible to receive the interim award of a **Certificate of Higher Education.**

## Progressing onto Honours Degree

You can ‘top-up’ your FdA/FdSc degree to a BA/BSc (Honours) degree by an additional year of study.

To be eligible for progression you must have gained 240 credits, 120 credits at Level 4 and 120 credits at Level 5. The deadline for applications is usually on or before 1st May in the final year of Foundation Degree studies. Your tutor will arrange a meeting with the Course Leader at UCW to discuss the modules on offer on the top-up degree and answer any questions that you may have. You are also welcome to visit the campus and meet with staff and students.

# Learning Environment

## Learning and Teaching Methods

UCW has a Learning and Teaching Strategy for Higher Education, which underpins our approach.

We intend that the learning programme should be both stimulating and demanding, and should lead you through progressive stages of development, towards increasingly complex and open-ended tasks, increasingly sophisticated application of intellectual/conceptual and personal (transferable) skills, and increasingly independent study.

A variety of learning methods will be used, which might include:

* Lectures
* Seminars
* Experiential learning
* Reflective learning
* Skills practice
* Group work and group discussions
* Workshops
* Case studies
* Student presentations
* Information and communications technology (ICT) based activities
* Visiting speakers/expert practitioners will be used during the programme

UCW actively encourages the development of technology enhanced learning and you will find staff utilising new teaching methods to enhance your learning experience.

## Work-based Learning

Professional practice modules such as Animal/Equine Management I/II include work placement and portfolio building. These modules address professional practice skills (related to the relevant National Occupational Standards) and are designed to support learners in terms of their working practices. These modules involve learners sourcing appropriate work placements where they are to fulfil previously stated number of hours. Performance at the work placement is assessed via the student (self-assessment) and the work place provider. These assessments are considered when marking the overall module. A portfolio of competencies is required for the modules where learners fulfil previously agreed competencies relevant to their work placement providing evidence to show they can work safely and suitably within the industry. Finally, reflective skills audits are carried out to show the student can demonstrate the ability to reflect upon performance and relate theory to practical.

### Other resources

Due to the nature of the FdSc in Animal Management, the requirement for work place industry experience is essential, not only to support your achievement, but also in giving you access to an expansive range of resources available in the Animal Industry.

UCW also have their own practical facility partner, Badgworth Arena, who house an extensive range of small mammals, reptiles, birds, aquatics and equines which may be used to support the delivery of the programmes. You may also have the opportunity to visit Hartpury College throughout your programme at UCW and gain access to the facilities there.

# How Quality is assured

## Quality monitoring and evaluation

The programme you are studying was approved by UWE. As part of the approval process it was assured that

* the content of the programme met national benchmark requirements;
* the programme met any professional/statutory body requirements; and
* the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This was done through a process of programme approval which involves consulting academic experts including subject specialists from other institutions and industry.

### How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

* external examiner reports (considering quality and standards);
* statistical information (considering issues such as the pass rate); and
* student feedback including the National Student Survey (NSS).

Drawing on this, and other, information programme teams undertake an annual monitoring process, in accordance with the University's quality policy.

Once every six years an in-depth review of the subject area is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

### The role of the Programme Committee

This course has a Programme Committee comprising all relevant teaching staff, student representatives and others who make a contribution towards its effective operation (e.g. library/technician staff). The Programme Committee has responsibilities for the quality of the programme and plays a critical role in the University's quality assurance procedures.

## External examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

* To ensure the standard of the programme; and
* To ensure fairness and equity.

The external examiner(s) for your programme:

|  |  |  |
| --- | --- | --- |
| Name (including prefix e.g. Dr.) | Role in institution | Name of institution |
| Judith Lock | Senior Teaching Fellow, MRes Wildlife Conservation Programme Manager, Board member for Chilworth Conservation Ltd., Board member for University Biodiversity group, Principal Investigator: Education in the Green Space | Southampton University  |

As part of their role, external examiners complete an annual report for the University commenting on the learning, teaching and assessment standards of the modules and the programme overall. The report will highlight areas of good practice and identify areas for development, as well as provide assurance that your programme is of an equable standard to similar HE provision nationally.

External examiner reports, and the University’s response, are shared with students. They are normally discussed at Staff/Student Liaison Committees and made available online, via Moodle.

## External references

The following methods are used for gaining the views of other interested parties:

* Feedback from former students;
* Employers;
* Feedback from LANTRA (the sector skills council)
* Qualification framework for HE
* National Occupational Standards

# Module Specifications

Latest versions of the validated module specifications for your programme can be accessed by logging into UWE website with your UWE student ID via the following link.

https://info.uwe.ac.uk/modules/login/ADlogin.asp

# Appendices

## Appendix 1 - Marking Criteria

Marks will be allocated using the following qualitative guidelines:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Percentage | **0-19** | **20-29** | **30-39** | **40-49** | **50-59** | **60-69** | **70-79** | **80-89** | **90-100** |
| **Overall Descriptor** | **Very Poor** | **Poor** | **Inadequate** | **Acceptable** | **Satisfactory** | **Good** | **Very good** | **Excellent** | **Outstanding** |
| **KNOWLEDGE AND UNDERSTANDING** |  |  |  |  |  |  |  |  |  |
| **Knowledge Base:** has a detailed knowledge of major theories of the discipline(s) and an awareness of a variety of ideas, contexts and frameworks | Little or no relevant material &/or significant factual errors | Insufficient relevant material &/or factual errors | Some relevant material but significant omissions &/or factual errors | Some relevant material and adequate understanding but some omissions.  | Relevant with a satisfactory level of understanding but some omissions | Substantial and appropriate use of material | Comprehensive selection and utilisation of material | Extensive knowledge and understanding | Full depth and understanding |
| **Ethical Issues:** is aware of the wider social and environmental implications of area(s) of study and is able to debate issues in relation to more general ethical perspectives | Little or no awareness &/or discussion | Insufficient awareness &/or discussion | Limited awareness &/or discussion | Evidence of awareness but limited discussion | Evidence of awareness and debate | Substantial awareness and debate of issues | Comprehensive awareness and debate | Fully aware and able to debate issues | Exceptional awareness and debate |
|  |  |  |  |  |  |  |  |  |  |
| **INTELLECTUAL SKILLS** |  |  |  |  |  |  |  |  |  |
| **Analysis:** can analyse a range of information with minimum guidance using given classifications / principles and can compare alternative methods and techniques for obtaining data | No analysis | Little or no analysis | Inadequate evidence of analysis | Evidence of analysis but somewhat limited | Evidence of analysis in areas covered | Substantial analysis evident | Analysis evident in all aspects of discussion | Extensive and detailed analysis | Exceptional level of analysis and awareness of complexities and contradictions |
| **Synthesis:** can reformat a range of ideas and information towards a given purpose | No synthesis | No synthesis | Little synthesis | Limited synthesis | Adequate synthesis evident | Good evidence of synthesis | Considers novel solutions | Able to transform data/concepts | Wide ranging evidence of creativity and imagination |
| **Evaluation:** can evaluate the reliability of data using defined techniques and/or tutor guidance | Little or none | Insufficient or significant gaps | Inappropriate tools used/no real evidence | Evaluation evident but not throughout | Consistent evidence of evaluation | Detailed evaluation | Comprehensive evaluation of relevance and significance | Extensive evaluation | Exceptional evaluation throughout |
| **Application (incl. problem solving):** can select appropriate techniques of evaluation and can evaluate the relevance and significance of the data collected | Little or none/ inappropriate | Inadequate, limited or inappropriate | Insufficient or significant gaps | Acceptable application evident | Awareness of complexity of context | Good understanding of complexity/ context | Able to identify and define complex problems/solutions | Confident and flexible in identifying and defining problems/solutions | Exceptional approach to problem-solving |

## Appendix 2 – Policies and Procedures

Policies relating to HE Students can be found on Moodle at:

<https://moodle.weston.ac.uk/mod/glossary/view.php?id=93970>