

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

INTRODUCTION

Identifiers (e.g. a, b, c etc.) should be used throughout this document to indicate programme variants which will be advertised independently on UCAS. Pathways within programmes that do not constitute a unique award do not need to be identified formally in this way.

Examples of programme variants include:

- a. BSc Computer Science (full-time) – single honours degree
- b. BSc Computer Science (Part-time) – single honours variant
- c. BSc Computer Science with a Year in Industry – single honours variant
- d. BSc Computer Science with a Year Abroad – single honours variant
- e. BSc Computer Science with a Foundation Year – single honours variant
- f. BSc Computer Science (Games Development) – single honours with pathway
- g. BSc Computer Science (Games Development) with a Foundation Year – single honours with pathway with variant
- h. MEng Computer Science – integrated masters
- i. MEng Computer Science (Games Development) – integrated masters with pathway
- j. Diploma Computer Studies – named exit award

A	GENERAL INFORMATION									
1	Partner institution <i>Please state the name of the partner institution.</i>									
	Barnsley College/ University Campus Barnsley									
2	Programme awards and titles <i>State the full list of proposed awards and titles for the programmes and all of their variants using indicators (e.g. a,b,c etc.) to identify each one. If a stage end award title must be different to the final award title then please include details of this here.</i>									
	<ol style="list-style-type: none"> a) FdSc Animal Management b) FdSc Animal Management (part time) 									
3	Cluster to which the programmes and their variants belong <i>If new, please state NEW. For existing clusters please state the rationale for inclusion.</i>									
	NEW									
4	Type of programmes <i>Please place the relevant programme identifiers (a,b,c etc.) against each programme type below.</i>									
	<table border="1"> <tbody> <tr> <td data-bbox="169 1901 491 1935">UG Single honours</td> <td data-bbox="496 1901 627 1935"></td> </tr> <tr> <td data-bbox="169 1942 491 1975">Integrated Masters</td> <td data-bbox="496 1942 627 1975"></td> </tr> <tr> <td data-bbox="169 1982 491 2016">PG Cert</td> <td data-bbox="496 1982 627 2016"></td> </tr> <tr> <td data-bbox="169 2022 491 2056">PG Dip</td> <td data-bbox="496 2022 627 2056"></td> </tr> </tbody> </table>		UG Single honours		Integrated Masters		PG Cert		PG Dip	
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	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Taught Masters</td> <td style="width: 5%;"></td> <td style="width: 70%;"></td> </tr> <tr> <td>Foundation Degree</td> <td style="text-align: center;">a + b</td> <td> <i>Please indicate articulation routes:</i> BSc Applied Animal Behaviour & Training BSc Animal Behaviour & Welfare BSc Canine Behaviour Management BSc Wildlife and Conservation Management </td> </tr> <tr> <td>Honours Stage (Top-up)</td> <td></td> <td></td> </tr> <tr> <td>Other</td> <td></td> <td><i>Please detail:</i></td> </tr> </table>	Taught Masters			Foundation Degree	a + b	<i>Please indicate articulation routes:</i> BSc Applied Animal Behaviour & Training BSc Animal Behaviour & Welfare BSc Canine Behaviour Management BSc Wildlife and Conservation Management	Honours Stage (Top-up)			Other		<i>Please detail:</i>
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Other		<i>Please detail:</i>											
5	Validation category <i>Please tick to indicate whether this is a Franchised, Consortium or Validated (set of) programmes.</i>												
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 75%;">Franchised</td> <td style="width: 25%;"></td> </tr> <tr> <td>Consortium</td> <td></td> </tr> <tr> <td>Validated</td> <td style="text-align: center;">a+ b</td> </tr> </table>		Franchised		Consortium		Validated	a+ b					
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Consortium													
Validated	a+ b												
6	UCAS codes <i>If known, please include the UCAS code for these programmes.</i>												
	DN32												
7	JACS codes <i>If known, please include the appropriate JACS codes for the programmes.</i>												
8	Awarding Institution												
	University of Hull												
9	Locations within Partner Institution <i>State the schools/subject areas that will have overall responsibility for the management, administration and quality assurance and enhancement of the programmes.</i>												
	Land-based Industries (located at Wigfield Farm)												
10	Partner Institution Programme Leader's name and email <i>Please identify one lead person per programme.</i>												
	Wendy Henshaw HE Pathway Leader w.henshaw@barnsley.ac.uk												
11	University Link Faculty and School <i>Please state the primary link faculty and school at the University of Hull</i>												

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	School of Environmental Sciences The University of Hull							
12	University Link Faculty Academic Contact <i>Please provide a contact name, title, address, email and telephone number</i>							
	Dr. Helga Bartels-Hardege h.hardege@hull.ac.uk ex 6443							
13	Locations of delivery <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the locations of delivery of each programme.</i>							
	a) and b) Wigfield Farm, Haverlands Lane, Worsborough, Barnsley S70 5NQ							
14	Types of Study <i>Please place the relevant programme identifiers (a,b,c etc.) against each type of study.</i>							
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Full-time</td> <td style="width: 30%;">a</td> </tr> <tr> <td>Part-time</td> <td>b</td> </tr> </table>		Full-time	a	Part-time	b		
Full-time	a							
Part-time	b							
15	Modes of study <i>Please place the relevant programme identifiers (a,b,c etc.) against each mode of study.</i>							
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Other	<i>Please specify:</i>							
16	Duration <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the total number of years that students will be registered on each programme and its variants e.g. 3 years full-time, 6 years part-time.</i>							
	a) 2 years full time (4 trimesters of 15 weeks each) b) 4 years part time							
17	Trimesters <i>Please place the relevant programme identifiers (a,b,c etc.) against each trimester to be used.</i>							
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Trimester 1 – T1</td> <td style="width: 30%;">a+b</td> </tr> <tr> <td>Trimester 2 – T2</td> <td>a+b</td> </tr> </table>		Trimester 1 – T1	a+b	Trimester 2 – T2	a+b		
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	Trimester 3 – T3
18	Number of weeks per trimester <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the number of weeks per trimester each programme and variant will use and the total number of weeks per academic year.</i>
	a and b 15 weeks per trimester. 30 weeks per academic year.
19	Balance of credits across trimesters <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the balance of credits each programme and variant will use, e.g. 60 credits per trimester.</i>
	a) 120 credits spread across trimester 1 & 2 (as long thin modules). b) 60 credits spread across trimester 1 & 2 (as long thin modules).
20	Classification weighting <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the classification weighting for each programme and variant, e.g. 40:60 (Diploma:Honours).</i>
	a+ b) Foundation degree classification – 100%
21	Progression arrangements for Integrated Masters and/or Preliminary Stage <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the point at which students can step on/off the Integrated Masters and what rules govern this (e.g. students must achieve a minimum of 60% at Level 5 to progress onto the Integrated Masters).</i>
	N/A
22	Professional, Statutory or Regulatory Bodies <i>Please provide the names of any accrediting or reviewing professional, statutory or regulatory bodies which will, or are expected to, recognise or accredit the programmes alongside the level and type of expected accreditation, with dates of approval where appropriate.</i>
	N/A
23	Relevant Subject Benchmark Statements <i>State those subject benchmarks that are most relevant to the programmes and have been drawn upon in its design. It may be appropriate to use more than one QAA Subject Benchmark Statement, in which case give details. In those cases where no subject benchmarks apply, not applicable should be entered as opposed to omitting the section or leaving it blank. QAA subject benchmark statements exist for Honours degrees in most disciplines, and for Masters degrees in a small number of disciplines.</i>
	Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences July 2016
24	Other references used in designing the programmes <i>e.g. service groups in health-related areas; industrial expert advice; other external stakeholders etc.</i>

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	Churchfields Veterinary Practice Reptilia (reptile store) Round Green Farm (local deer farm).																																																																																			
25	<p>Anticipated student numbers <i>Please indicate using the relevant programme identifiers (a,b,c etc.) the anticipated cohort numbers for the first three years' intake onto each programme.</i></p>																																																																																			
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	<p>a) September 2017 Trimester 1. b) September 2018 Trimester 1</p>																																																																																			
B	<p>PROGRAMME DESIGN <i>Please ensure that where necessary, each section below clearly identifies differences/additions for each programme and its variant using the programme identifiers (a,b,c etc.) allocated in section A2 of this form.</i></p>																																																																																			
27	<p>Programme Rationale and Overview <i>Provide a brief introduction to and rationale for the programmes, identifying the distinctive/salient features and the 'big ideas' that thread through their design. Please identify three to five high level 'big ideas' articulating the key ideas and ways of thinking, practising and knowing that lie at the heart of the key disciplines or areas of practice encompassed by each programme and its variants. Literature suggests that these are likely to be fundamental to learning within the discipline and will change the ways in which students think and act in a transformative way. For example, what changes are necessary for a student to move from leaving with a degree in social science, to becoming an emergent social scientist, or leaving with a degree in design to becoming an emergent designer?</i></p>																																																																																			

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	<p>Please refer to Briefing Note A: Using a Threshold Concepts Approach to Inform Curriculum Design</p>
	<ol style="list-style-type: none"> 1. Provide students with opportunities to observe, practice and develop the skills of an animal management practitioner in a work place setting The unique aspect of our situation is that we have a working farm, which is also open to the public. This gives an excellent opportunity for our students to gain practical hands-on experience of large mammals, as well as gaining an awareness of the commercial aspects of our farm. We will provide an opportunity to study both theory and practice within the field discipline using the Colleges unique learning environment. 2. Unique learning environment for local students to participate in relevant research opportunities Unique learning environment for local students to participate in relevant research opportunities. The farm is working towards rare breed status, thereby meaning its' students will have the added bonus of being able to study a range of rare breeds at close quarters. The farm also has dispensation for some exotic species, which introduces new elements of husbandry. The wide range of rare and exotic animals at the farm provide an interesting range of animals for students to research. The farm has regular visits from the veterinary surgeon and this brings with it more experience for students (record keeping, post-mortems and different data sets). 3. Preparing effective practitioners in animal management to meet specific local needs It is hoped the Foundation Degree will encourage widening participation amongst the local population by making HE more accessible to local students. Employers within the industry often report skills gaps amongst their staff of being able to provide accurate information and advice to customers, animal health and welfare, handling animals, disease identification, communication, customer relations and planning and organisation. (LANTRA 2016). The Foundation Degree offers students the opportunity to achieve these skills thereby producing graduates that can work competently within the animal management industry. Regular engagement with local agencies will enhance the student experience and ensure graduates meet the needs of local employers (such as the local deer farm, Round Green Farm) and external agencies (e.g. Dearne Valley Partnership for ecological surveys). 4. Provide a stepping stone to Higher level qualifications within the industry From past experience, we know that generally our students are not always ready to move away from home at the end of their level 3 programme, so they often decide not to apply to universities. Offering a Foundation Degree at the college will provide the stepping stone these less confident students need to prepare them for a top-up degree further afield. Students will have a better idea of the types of assessment and learning required and will be better equipped to access top-up degrees from a Foundation degree than they are from the current HND which we deliver at present. This Foundation Degree will enable graduates with the necessary analytical and evaluative skills to progress further in higher education or employment within the animal management industries.
28	<p>Programme Aims <i>As a guide, you should have four to six programme aims. Please see: A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull for further information.</i></p> <p><i>Please remember to include any additional programme aims for the programme variants listed on this form using the identifiers allocated in section A1 of this form.</i></p>

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	<p>Key aims of the programme:</p> <ol style="list-style-type: none"> To develop and nurture students' understanding of the animal management industry. To provide students with opportunities to observe, practice and develop the skills of an animal management practitioner in a work place setting. To impart knowledge and experience and knowledge, and shared experiences from practitioners in the land-based sector through a 'learn by doing' approach To enrich students with a range of employability skills which can be transferable to any industry, employment, workplace or self-employment 																					
29	<p>Programme Outcomes</p> <p><i>As a guide you should have six to eight programme outcomes. Please see: A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull for further information.</i></p> <p><i>Please remember to include any additional programme outcomes for the programme variants listed on this form using the identifiers (a,b,c etc.) allocated in the Award section. Where relevant, please cross-reference your programme outcomes to the relevant QAA subject benchmark statements and professional, statutory and regulatory body requirements.</i></p> <p><i>Programme outcomes reflect the overall expectations of student learning for a full programme award. Consideration must also be given in their design to the expectations of student learning at each programme stage. At each of these potential exit points, a defined set of programme outcomes achieved at the relevant level (e.g. level 4,5,6) will identify the stage outcomes that will constitute the achievement of an intermediate programme award. These stage outcomes must be clearly articulated in the curriculum maps (Section F) to ensure that students who exit with lower qualifications have demonstrated the requirements for that qualification. Stage outcomes in the curriculum map are those programme outcomes that are fully met or partially met in two or more modules at the relevant stage.</i></p>																					
	<p>On successful completion of this programme, students will:</p> <table border="1" data-bbox="172 1442 1331 1989"> <thead> <tr> <th>POs</th> <th>Programme Outcome Text</th> <th>Programme/ Variant Identifier</th> </tr> </thead> <tbody> <tr> <td>PO1</td> <td>Be able to apply knowledge gained in order to care for and manage a wider range of animals in an animal collection.</td> <td>a, b</td> </tr> <tr> <td>PO2</td> <td>Understand the concepts and principles of anatomy, physiology and behaviour of a range of animals in order to assess their health and maintain their welfare.</td> <td>a, b</td> </tr> <tr> <td>PO3</td> <td>Have awareness of the environment and how it should be managed in relation to the animals that inhabit it.</td> <td>a,b</td> </tr> <tr> <td>PO4</td> <td>Be able to communicate with clarity, both verbally and in reports, on aspects they have researched and studied.</td> <td>a,b</td> </tr> <tr> <td>PO5</td> <td>Be able to evaluate and make decisions in the management of animals.</td> <td>a,b</td> </tr> <tr> <td>PO6</td> <td>Be able to reflect and make judgements on own creativity and innovation</td> <td>a,b</td> </tr> </tbody> </table>	POs	Programme Outcome Text	Programme/ Variant Identifier	PO1	Be able to apply knowledge gained in order to care for and manage a wider range of animals in an animal collection.	a, b	PO2	Understand the concepts and principles of anatomy, physiology and behaviour of a range of animals in order to assess their health and maintain their welfare.	a, b	PO3	Have awareness of the environment and how it should be managed in relation to the animals that inhabit it.	a,b	PO4	Be able to communicate with clarity, both verbally and in reports, on aspects they have researched and studied.	a,b	PO5	Be able to evaluate and make decisions in the management of animals.	a,b	PO6	Be able to reflect and make judgements on own creativity and innovation	a,b
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30	<p>Learning and Teaching Approach</p> <p><i>Please outline your proposed approach to learning and teaching. This should not be a list of types of teaching, but should provide an explanation as to how you will teach and students will learn and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed pedagogic approach is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to learning and teaching (disciplinary pedagogies) that will underpin the educational experience of the programmes and will support the types of students that you are expecting to attract.</i></p> <p><i>Please refer to Briefing Note B: Developing Disciplinary Pedagogies</i></p>
	<p>The pedagogic approach of learning by doing and equipping students in a range of skills will manifest in the delivery style. This is by staff and external speakers who are experienced in Animal Management. Effective pedagogy will promote active engagement from students and aligns to the programmes keys aims.</p> <p>Practical sessions will provide students with opportunities to hone their practical husbandry skills, which will assist them in gaining employment in the Land-based sector. Students will attend practical husbandry sessions with the Farm staff, where they will initially be supervised, to check competency, but when competent, will be demonstrating practical skills to other learners. This will give opportunity for them to demonstrate higher learning.</p> <p>Lectures will include activities to encourage students to explore new topics for themselves, as well as team-working opportunities. This will be by small independent research tasks carried out within the session, as well as problem-solving tasks to be solved in small groups of 3 or 4 students per group. Due to small group size (10-20 anticipated), many sessions will be of a seminar approach, with question and answer sessions or research and feedback sessions. The small class size will also allow a more student-centred approach and opportunities for independent study will be provided. (Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences July 2016, 5.6.1, 5.6.2, 5.6.3, 5.6.4, 5.6.5, 5.6.7)</p> <p>Key principles for effective pedagogical approaches will encompass motivation and will help promote enthusiasm and active learning.</p> <p>Study skills will be embedded within the Research skills module and will include support on referencing, critical reflection and academic writing. Data handling will also be covered in this module, which will be useful when they gain employment.</p> <p>The HE Library provides study support for all HE students. Staff are available at the library enquiry desk whenever the library is open and can also be emailed. Courses can integrate a range of lectures and workshops within their classes in liaison with the HE Librarian:</p> <ul style="list-style-type: none"> • Introductions to Library and its resources • Getting started with online information via ATHENS • Referencing • Evaluating websites • Finding and using academic journal articles • Strategic search methods for projects and dissertations

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	<p>Students can back this up with one to one study skills help. Appointments can be made for up to 1 hour per week for as many appointments as individuals require. Further study skills information, from help with English and planning an assignment to doing a literature review, is available http://barnsley-ltu.co.uk/studyskillsbc/.</p> <p>The College has a Learning Resource centre in the main campus, but a subject-specific learning resource centre is also available at Wigfield Farm, where relevant text books and journals can be accessed, as well as computer access for those who do not have their own electronic devices. It is also possible to borrow laptops for use on campus, or to hire a laptop at a small charge of £10 per month.</p>
<p>31</p>	<p>Assessment Approach</p> <p><i>Please outline your proposed approach to assessment. This should not be a list of types of assessment, but should provide an explanation as to how you will assess and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed assessment strategy is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to assessment.</i></p> <p><i>Please refer to Briefing Note C: Transforming the Experience of Students Through Assessment</i></p>
	<p>Reliability and validity will be key to assessment approach with a combination of formative and summative assessments to allow for students to reflect on practice. A variety of assessment methods will be used to encompass a range of student learning styles, to ensure inclusivity and to give students the opportunity to demonstrate their learning in a variety of ways.</p> <p>Assessments and marking criteria will constructively align to the learning outcomes for clarity to students.</p> <ul style="list-style-type: none"> • Practical assessments will be used to assess the practical elements. Photographic and/or video evidence will be used to give authenticity, as well as witness statements by assessing staff. This will fulfil the learning by doing aspect of the programme and give students the opportunity to put theory into practice in order to deepen their learning. As we are a working farm, the students will be given opportunity to get real-world assessments. Laboratory based dissections of organs (eg heart, lungs) will be used to give students a more realistic idea of structure of animal anatomy. Field work assessments will be used in ecology sessions so that students can gain practical knowledge of organisms in their natural environments. • Written assessments will be used to assess knowledge and understanding, to ensure that the students are given ample opportunities to demonstrate their higher level thinking skills. Written assessments will be given with a timescale of a few weeks to allow students to research in depth and present their findings in a range of written styles. Students will be given time-constrained assignments where they have been given notification of the topic to be covered. These methods will encourage research skills as well as develop written skills. • Short answer tests will be used to check learning and understanding of more factual elements of the programme. Open book tests may be employed to give students chance to display higher level thinking (convergent or divergent). • Group presentations will be used to assess some aspects of the programme, which will develop the student's team work and communication skills as well as continuing to develop their research skills. This skill could be useful in some employment.

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32	<p>Key Areas of Study <i>Please describe the key topics and foci of study of the programmes proposed on this form. This information can potentially be used as a basis for additional programme marketing material, so please keep the target audience of students in mind.</i></p>
	<p>Anatomy & Physiology – to provide an understanding of the structure and function of the animal body. This module will develop understanding of support and movement in animals, animal transport systems, reproductive processes and metabolic processes, including digestion, and respiratory and urinary systems. (Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences July 2016, 5.6.1, 5.6.2, 5.6.3, 5.6.7)</p> <p>Animal Behaviour – An applied knowledge of animal behaviour is crucial in understanding how to appropriately manage animals. This module will develop understanding of the role of communication, theories of feeding, defensive strategies, altruism, reproductive behaviour, theories of conditioning and learning and neuro-physiological control of behaviour. Practical behavioural assessment of animals will be undertaken. (Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences July 2016, 5.6.1, 5.6.2, 5.6.4)</p> <p>Ecology, Evolution and Conservation – to develop understanding of aspects of land and water, using a local reservoir and the farm as examples. Practical environmental surveys will be undertaken. A range of different habitats will be investigated practically and distribution of populations will be considered. Understanding of the mechanisms and implications of evolution will be developed. Freshwater, terrestrial and fish ecology will be included. (Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences July 2016, 5.6.1, 5.6.2, 5.6.3, 5.6.4, 5.6.6, C150)</p> <p>Animal Health and Welfare – Factors affecting health, causal agents of animal diseases and disease transmission will be investigated. Practical assessments will look at welfare of animals and environmental appraisal will consider public health and safety. Practical sessions will include health checks and faecal egg counts. The ethical issues surrounding animal welfare will be discussed, as well as relevant legislation. (Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences July 2016, 5.6.1, 5.6.2, 5.6.3, 5.6.4, 5.6.6, D320, D328)</p> <p>Animal Husbandry – to include farm livestock, aquatic and exotic species. Opportunities will be provided to develop skills and confidence and demonstrate practical competence in handling and managing animals in a range of situations. Opportunities to supervise the management of animals will be provided. These skills will be useful when gaining employment within the Land-based Sector. (Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences July 2016, 5.6.2, 5.6.3, 5.6.4, 5.6.6)</p> <p>Genetics – to provide knowledge of genetics; to encourage a deeper understanding of applications of genetics and breed development. The range of opinions surrounding the use of genetic manipulation techniques will be explored. (Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences July 2016, 5.6.1, 5.6.4, 5.6.7)</p> <p>Research Skills and Techniques – to develop study skills, data handling skills and familiarity with statistical techniques, resulting in an independent piece of work demonstrating development of research skills. Production of primary data, data collation and analysis will follow on from planning an investigation. Critical analysis of the research project will also develop transferrable skills such as working safely,</p>

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	<p>communication skills, data presentation and report writing. (Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences July 2016, 5.6.1, 5.6.2, 5.6.3, 5.6.4, 5.6.7)</p> <p>Small Business Enterprise – to examine the factors influencing the development and expansion of a small business. Performance of a small business enterprise will be investigated and students will propose changes to improve management and business performance. The impact of change on operations of a business will be examined. This will be of use to those intending to set up their own business. (Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences July 2016, 5.6.1, 5.6.3, 5.6.5, 5.6.7, 5.6.8)</p> <p>Nutrition – theoretical and practical aspects of nutrition will be studied. Physical and chemical properties of dietary constituents will be investigated. Factors affecting the nutritional requirements of a range of animals will be explored, as well as the effects of not meeting an animal’s nutritional requirements. (Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences July 2016, 5.6.1, 5.6.2, 5.6.3, 5.6.6, 5.6.10, D327)</p> <p>Biological Principles – The structure and function of animal and plant cells is fundamental in biological principles. Development of tissues and organs will be explored and understanding of homeostasis and feedback loops will be developed. (Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences July 2016, 5.6.1, 5.6.4, 5.6.5, 5.6.7)</p> <p>Farm Livestock–Nutrition for farm livestock will be planned, production methods for farm livestock and farm livestock welfare will be evaluated and livestock breeds and characteristics will be explored in order to evaluate breeding and stock selection. Disease control and biosecurity will also be explored. Practical competence with a range of farm livestock will be developed.(Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences July 2016, 5.6.2, 5.6.3, 5.6.4, 5.6.6)</p> <p>Horse Husbandry –Practical competence of working with equines will be developed, including grooming procedures. Knowledge of common health conditions and nutritional requirements will be covered. Horse behaviour will be studied.(Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences July 2016, 5.6.2, 5.6.3, 5.6.4, 5.6.6)</p>
<p>33</p>	<p>Curriculum Structure</p> <p><i>In this section, please explain how the content of the curriculum described above will be organised and why. Your discussion should include information on:</i></p> <ul style="list-style-type: none"> • Progression:<i>how the curriculum promotes an organised progression so that the demands on the learner are progressive in terms of intellectual challenge, skills, knowledge and learning autonomy;</i> • Coherence and Integrity:<i>the overall coherence and intellectual integrity of the programmes and student experience.</i> <p><i>You may wish to refer back to section B25 of this form as part of this discussion.</i></p>
	<p>The level 4 modules provide introductory knowledge on topics that provide basic information on the animals and their environments. Understanding and practical ecological and husbandry skills will be</p>

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	<p>emphasised at level 4. By the end of level 4, students will have an understanding of how the animal's body works, as well as a knowledge of how to keep animals healthy in captivity and the basic aspects of ecology to build on in level 5. The small business enterprise unit provides an introduction for students who may want to set up their own business in the animal care industry at a later date. The research skills and techniques module will provide essential information on study skills in the first few weeks, to support students on the course and ensure that they have the skills they will need for researching and writing assignments at the relevant level. It will then cover statistical tests, which many students find difficult, so time will be spent for them to practice different techniques before they decide which will be relevant for their project on level 5. They will then have the opportunity to research and decide on a research project topic which they will carry out in level 5. Thus, they will be well prepared by the end of level 4 to progress to the level 5.</p> <p>Level 5 modules build on knowledge and understanding developed at level 4. The aquatic ecology will build on the general ecology covered in level 4 and will specialise in aquatic ecology. All modules will provide more opportunities for students to demonstrate higher level thinking skills, evaluation skills and analytical skills (for example when interpreting dihybrid crosses or analysing their research project results). They will develop their academic writing skills, for example when writing up their scientific report on their research project. There are generally more opportunities for them to discuss, investigate, apply, assess and review.</p>
34	<p>Compensation rules <i>Using the relevant programme identifiers (a,b,c etc.), please list any modules included in this application that are non-compensatable for each programme and variant.</i></p>
	<p>a) N/A</p>
35	<p>Condonement rules <i>Using the relevant programme identifiers (a,b,c etc.) please list any modules included in this application that are non-condonable for each programme and variant.</i></p>
	<p>a) N/A</p>
36	<p>Internationalisation</p> <p><i>'Internationalisation is a key feature of the UK HE agenda [and...] represents the preparation of all UK HE graduates to live in, and contribute responsibly to, a globally connected society' (HEA, 2014). Please outline the programmes' approaches to internationalising the curriculum.</i></p> <p><i>Please refer to Briefing Note F: Internationalising the Curriculum</i></p>
	<p>We will ensure that the University, its academics and its students actively engage with the internationalisation agenda whenever possible and participate in international activities, scholarly and professional societies when possible.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> • discussion of habitats in a range of countries • discussion of differences in marketing strategies and management practices • differences in animal feeding and husbandry in general in different cultures • reasons for differences in harvesting strategies • differences in beliefs leading to differences in application of genetics or biotechnology • risk levels of disease incidence in different countries.

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37	Inclusivity
	<p><i>Please indicate how you will ensure that your curriculum is inclusive. An inclusive curriculum reflects an awareness of both the diversity of learners and their learning needs and experiences. This is incorporated into curriculum design through modes of interaction and assessment as well as course content. Each disciplinary area may have different approaches; however, a common starting point should be the nine protected characteristics as outlined in the Equality Act 2010. All publicly funded educational institutions are required to meet the Single Equality Duty 2011.</i></p> <p><i>Please refer to Briefing Note E: Developing an Inclusive Curriculum</i></p>
	<p>The success, retention and achievement of learners with protected characteristics is monitored.</p> <p>Capturing ‘learner voice’ at student panels and gathering feedback from learners is central to the college aim of placing learner views at the heart of decision making.</p> <p>Ways in which we listens to learners:</p> <ul style="list-style-type: none"> • Course Representatives • Student panels • ‘You Said, We Did’ • Student Union Committee • Student Governors • Learner Surveys <p>All students in all departments complete an equality and diversity induction in term one.</p> <p>Equality and Diversity is well embedded into the curriculum with excellent levels of promotion.</p> <p>The Advanced Practitioner for Equality and Diversity uploads, on a daily basis, information to Buzz that can be used with learners and provides a monthly newsletter with links to cultural events.</p> <p>Practical sessions are adapted for students with specific needs, so all students can benefit from the session and no one is excluded. (For example, if a student could not get down to the river when sampling, the sample would be taken to the student so they could still learn to recognise live specimens). Students with visual impairment would be given handouts with larger font or on different coloured paper if required. Audio feedback on assignments could be arranged if necessary.</p>
38	Employability
	<p><i>Please outline the approach taken by the programmesto engage students in gaining employability skills.</i></p>
	<p>Graduates in this subject will have wide employment prospects. They are adaptable and have subject-specific knowledge and abilities, and generic skills.</p> <p>Employability will be a key feature embedded throughout the programme. For example:</p> <ul style="list-style-type: none"> • Techniques for looking after a range of animals will be learnt in the first year which can be applied and used in a range of different animal collections. • Students will practise animal health and welfare assessments that they will be able to apply in

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	<p>employment with animals.</p> <ul style="list-style-type: none"> • Communication including presentations and reporting skills will be practised throughout the two years, giving students opportunities to hone their communication skills. • Organisational skills will be paramount throughout the course, in planning, researching and presenting work to deadlines. • Students will be required to work in groups on numerous occasions, promoting team work skills.
39	<p>Student engagement in curriculum and pedagogic design <i>Please outline how students have already been and will continue to be involved in curriculum and pedagogic design.</i></p>
	<p>Current students at the college who have undertaken an HND in Animal Management have fed back and reviewed modules and content for the programme. They particularly commented on being over assessed on HND, with 4 assessments per module, so the Foundation Degree will address this by having a maximum of three assessments per module and word counts will limit the size of essay, as for HND they were often writing essays over 10,000 words. Also, current students enjoy the practical aspects of HND, so practical work has been incorporated into the Foundation Degree. Current students also liked the option of giving group presentations, so these have been incorporated in the planned Foundation Degree. Students enrolled on the programme will have a student panel twice a year in which they will have opportunity to comment on curriculum and pedagogic issues.</p>
40	<p>Ethical issues and risk <i>Programmes may deal with issues that are sensitive or involve ethical considerations. Our institutional duties of care extend to all involved in learning and teaching. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed (include evidence of support from ethics committees and risk assessments as appropriate).</i></p>
	<p>The college has an ethics committee which will ensure that ethical issues are addressed appropriately. The programme involves handling animals and therefore it will be ensured by risk assessments and employment of experienced staff, that animals are not subjected to excessive stress. The farm manager records all handling, feeding and cleaning of animals so no animals are used excessively within one day. Animals must be booked through the farm manager to ensure this is well managed. All laboratory practical sessions will have current risk assessments. Practical sessions such as dissections and egg windowing will be passed via the ethics committee and alternatives will be provided for students who do not want to participate in these procedures on moral grounds. Student proposed research projects will be submitted to the ethics committee for approval.</p>
41	<p>Other information/programme special features <i>Please provide any other information about these programmes not included above. This may include information about field trips and their arrangements, special opportunities on offer for students (e.g. forest schools qualifications) and specific student support arrangements associated with these programmes.</i></p>
	<p>Field trips to local rivers will enhance the ecology sections. These do not incur any extra cost, but students are expected to make their own way to the sites.</p> <p>Trips to zoos and other animal collections (e.g. the Deep) will give a broader experience of animal</p>

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	<p>collections. These will only incur a small additional cost for transport and entry, (typically £15-25), if they are not core to the programme. The students will be studying enclosure design and the hiding of barriers, use of enrichment and enrichment protocol. They will study intraspecific behaviour and interspecific behaviour. Zoo ideology with regard to customer demands and modern ideology and expectations will be developed.</p> <p>Wigfield farm has a unique location, adjacent to a reservoir and stream, making it an ideal place for ecology modules. Wigfield farm is a tourist location, on the Trans-Pennine trail, which is open to the public and has a commercial aspect as well as educational.</p>				
C	RECRUITMENT AND ADMISSIONS INFORMATION				
42	<p>Proposed marketing strategies <i>Please highlight any factors that you think may assist in helping the marketing team with their strategy for promoting your programmes.</i></p>				
	<p>The marketing approach is open to anyone who has an interest in animals. This programme could be used as a stepping stone for students wishing to top-up to a full degree in an animal-related subject. It could also be used to gain employment in zoos or as animal technicians, or indeed for those wishing to set up their own business in the animal sector.</p> <p>The programme will be advertised in our prospectus, during open days and on UCAS.</p>				
43	<p>Academic entry requirements <i>Using the relevant programme identifiers (a,b,c etc.), please highlight all entry requirements including any specific subjects as well as proposed tariff.</i></p>				
	<p>a) 96 (was 240) UCAS entry points, usually from level 3 National Diploma in Animal Management or “A” levels in science related subjects (Biology, Chemistry, Physics, Maths, Geography, Psychology) and to include GCSE English, Mathematics and Science at grade C or above.</p>				
44	<p>Other entry requirements <i>e.g. relevant IELTS score, Disclosure and Barring Service etc.</i></p>				
	<p>Life experience of mature students would be considered, along with an interview and completion of a relevant task, including scientific and mathematical questions.</p>				
D	IMPLEMENTATION STRATEGY				
45	<p>Implications for other areas of the Partner Institution <i>Using the relevant programme identifiers (a,b,c etc.), please indicate any requirements that may impact on other areas of the partner institution. Please discuss these with the relevant service area before completing this form.</i></p>				
	<table border="1"> <tr> <td>Estates:</td> <td>No change from current requirements.</td> </tr> <tr> <td>Library:</td> <td>a) + b) The HE library will buy the essential text books for the</td> </tr> </table>	Estates:	No change from current requirements.	Library:	a) + b) The HE library will buy the essential text books for the
Estates:	No change from current requirements.				
Library:	a) + b) The HE library will buy the essential text books for the				

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		planned modules.	
	Admissions:	a) + b) Admissions will have to be familiar with the entry requirements for the FdSc Animal Management.	
	Careers:		
	Visa Compliance:		
	Other (<i>Please specify</i>):		
46	Existing programmes/students affected by this proposal <i>Please state here which existing programmes and modules may be affected (both positively and negatively) by this new provision. Where relevant, please attach evidence that any impact has been discussed with students and that consideration has been given to this in the design of the programmes.</i>		
	<p>This programme would replace our current HND in Animal management. It is thought that employers would prefer students who have a Foundation Degree as it will indicate a level of learning that employers are more au fait with. As the content is likely to be more current than an HND, it is likely that the individuals that follow the program are more likely to gain employment.</p> <p>Delivery of a FD was discussed with current students and they approved the idea of doing a Foundation Degree.</p>		
E	POST PROGRAMME OPPORTUNITIES		
45	Progression opportunities to further academic or professional programmes <i>Please list progression opportunities in your own or other institutions. If none exists, do you have any plans to develop such provision? How will you ensure students are aware of these opportunities?</i>		
	<p>Top-up degree at University of Hull: BSc Applied Animal Behaviour & Training BSc Animal Behaviour & Welfare BSc Canine Behaviour Management BSc Wildlife and Conservation Management</p> <p>Or other institutions that offer animal-related degrees such as Animal Science, Animal Health, Animal Welfare, Ecology and Conservation, Zoology.</p> <p>Students will be made aware of these opportunities and will be suitably prepared for options available prior to graduation.</p>		
46	Employment opportunities <i>Please state areas of employment that graduates of these programmes will typically enter. You may wish to contact the careers team for guidance in this area. You may also wish to refer to Destinations of Leavers in Higher Education (DELHE) data.</i>		
	<p>In the UK there are approximately 12,650 animal care businesses, with around 10,700 being situated in England. The industry employs approximately 78,000 people, with 66,600 of those employed within</p>		

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	<p>England.</p> <p>Typical employment includes:</p> <ul style="list-style-type: none">Zoo keeperZoo Education OfficerRSPCA or other animal rehabilitation or rehoming centresAnimal technician in a university or collegeAnimal training <p>Employment requiring communication and organisational skills (e.g. administration jobs)</p> <p>Student support staff in colleges.</p>
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F

CURRICULUM MAPS

Please create curriculum maps which detail the programmes/variants that you are validating. Each map should begin with the title of the programme/variant and the relevant programme identifiers.

Where a variant includes a preliminary stage, a year in industry, a year abroad or different stages (i.e. Levels 5 and 6 of an Integrated Masters), then an additional map should be produced detailing each additional stage or variation of a stage.

*In **Columns 1-3**, please list all programme modules taught at each stage, the level at which they are taught and the modular credit value.*

*In **Column 4**, please include details of the assessment associated with each module; this will allow you to map your assessments across the programme.*

*In **Column 5**, please indicate against each of the programmes and pathways listed on this form which modules are Core (C) or Optional (O).*

*In **Column 6**, please indicate how each module meets each programme outcome either Fully (F) or Partially (P).*

Please note:

A student may exit a programme at defined stages resulting in intermediate programme awards (e.g. Certificate, Diploma, Postgraduate Certificate, Postgraduate Diploma). At each of these potential exit points, a defined set of programme outcomes achieved at the relevant level (e.g. level 4,5,6) will identify the stage outcomes that will constitute the achievement of an intermediate programme award. These stage outcomes must be clearly articulated in the curriculum maps (Section F) to ensure that students who exit with lower qualifications have demonstrated the requirements for that qualification. Stage outcomes in the curriculum map are those programme outcomes that are fully met or partially met in two or more modules at the relevant stage.

A worked example is provided in Appendix 1.

KEY:

P/V= Programme or Variant	PO = Programme Outcome
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PW = Pathway	T1,2,3 = Trimester 1,2,3
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F1 UNDERGRADUATE CURRICULUM MAP FOR CORE PROGRAMME AND ASSOCIATED PATHWAYS															
Programme/Variant Titles and Identifiers: a) FdSc Animal Management															
1	2	3	4	5			6								
Module Title	Level	Credit	Assessment Method <i>(e.g. exam, essay, presentation)</i>	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6		
Certificate Stage															
T1& T2															
Research Skills and techniques	4	20	Group presentation(T1) Problem-solving question involving data handling and application of an appropriate statistical test (T2) Written assignment proposing research project to be planned (T2).	a	C			P			P	P	P		
Animal Husbandry	4	20	Assessment will be in second trimester. Practical assessment of animal husbandry (T2) Reflective journal (T2) Group presentation (T2).	a	C			F	P	P	P	P	P		

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Biological Principles	4	20	Written assignment on cells and tissues (T1). Laboratory report on practical(T2).	aC					P		P				
Principles of Ecology	4	20	Written essay (T1) Practical report on specified sampling technique(T2). Presentation (T2).	a C						P	P	P	P		
Small business enterprise	4	20	Written assignment (T1) Group Presentation (T2)	a C				P			P				
Anatomy and Physiology	4	20	Practical dissections (T1 & T2) Tests (T1 & T2) Written Assignment on functions of specified system (T2).	a C					F		P		P		
Diploma Stage															
T1& T2															
Animal Behaviour	5	20	Written essay. (T1) Web page on habitat selection, territoriality and migration.(T2) Report on learning methods with ethograms. (T2)	a C				P	P		P	P	P		
Animal Health and Welfare	5	20	This will be assessed in T2 . Carry out an environmental appraisal then use it to give written evaluation of factors	a C				P	P	P	P	P			

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			impacting on health (T2) Written assignment on immunity. (T2)												
Research project	5	20	Implementation of research project (T2) Scientific report on research project (T2).	a	C						P	P	P		
Genetics	5	20	A3 poster. (T1) Dihybrid cross problem solving. (T2) Written essay. (T2)	a	C			P			P	P	P		
Aquatic Ecology	5	20	Written report. (T1) Group presentation. (T2) Written essay (T2).	a	C				p	P	P	P	P		
Animal Nutrition	5	20	Written essay (T1). Feeding plan (T2). Calculations of ration formulation (T2).	a	O			P	P			P	P		
Farm livestock	5	20	Report on suitability of livestock breeds for a production system (T1) Written essay on livestock nutrition . (T2) Presentation - evaluation of welfare of animals in livestock production systems.	a	O					P		P			
Horse husbandry	5	20	Evaluate grooming techniques and examine 3 common health conditions (Written essay).	a	O			P	P			P			

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			Written essay on feeding rations and nutritional requirements. Powerpoint presentation on stereotypical horse behaviours (Group presentation)					P				P			
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F1 UNDERGRADUATE CURRICULUM MAP FOR CORE PROGRAMME AND ASSOCIATED PATHWAYS															
Programme/Variant Titles and Identifiers: b) FdSc Animal Management (part time)															
1	2	3	4	5			6								
Module Title	Level	Credit	Assessment Method <i>(e.g. exam, essay, presentation)</i>	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6		
Certificate Stage (year 1)															
T1 & T2															
Research Skills and techniques	4	20	Group presentation (T1) Problem-solving question involving data handling and application of an appropriate statistical test (T2) Written assignment proposing research project to be planned (T2).	b	C				P			P	P	P	
Animal Husbandry	4	20	Assessment will be in second trimester. Practical assessment of animal husbandry (T2) Reflective journal (T2) Group presentation (T2).	b	C				F	P	P	P	P	P	
Biological Principles	4	20	Written assignment on cells and tissues (T1). Laboratory report on	b	C				P		P				

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			practical(T2).													
Certificate Stage (year 2)																
T1 & T2																
Principles of Ecology	4	20	Written essay (T1) Practical report on specified sampling technique(T2). Presentation (T2).	b	C					P	P	P	P			
Small business enterprise	4	20	Written assignment (T1) Group Presentation (T2)	b	C			P			P					
Anatomy and Physiology	4	20	Practical dissections (T1 & T2) Tests (T1 & T2) Written Assignment on functions of specified system (T2).	b	C				F		P		P			
Diploma Stage (Year 3)																
T1 & T2																
Animal Behaviour	5	20	Written essay. (T1) Web page on habitat selection, territoriality and migration.(T2) Report on learning methods with ethograms. (T2)	b	C			P	P		P	P	P			
Animal Health and Welfare	5	20	This will be assessed in T2 . Carry out an environmental	b	C			P	P	P	P	P				

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			appraisal then use it to give written evaluation of factors impacting on health (T2) Written assignment on immunity. (T2)												
Aquatic Ecology	5	20	Written report. (T1) Group presentation. (T2) Written essay (T2).	b C					p	P	P	P	P		
Diploma Stage (Year 4)															
T1 & T2															
Research project	5	20	Implementation of research project (T2) Scientific report on research project (T2).	bC							P	P	P		
Genetics	5	20	A3 poster. (T1) Dihybrid cross problem solving. (T2) Written essay. (T2)	bC				P			P	P	P		
Animal Nutrition	5	20	Written essay (T1). Feeding plan (T2). Calculations of ration formulation (T2).	bO				P	P			P	P		
Farm Livestock	5	20	Report on suitability of livestock breeds for a production system (T1) Written essay on livestock nutrition . (T2) Presentation - evaluation of	b O							P	P			

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			welfare of animals in livestock production systems.								P		P		
Horse Husbandry	5	20	Evaluate grooming techniques and examine 3 common health conditions (Written essay). Written essay on feeding rations and nutritional requirements. Powerpoint presentation on stereotypical horse behaviours (Group presentation)	b	O				P	P		P			
								P				P			
										P	P				

2017 intake will be offered one option of nutrition or one of horse husbandry or farm livestock depending on which of the two new units has the most interest.

From 2018, the option will be between horse husbandry and farm livestock and nutrition will be removed from the prospectus. This will make the programme more vocational which is better for the majority of our students and our campus.