

PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	
Details of accreditation by a professional, statutory or regulatory body (including link to relevant website)	N/A
What type of accreditation does this programme lead to?	N/A
Is accreditation in some way dependent on choices made by students?	N/A
Final award/s available eg BSc/DipHe/CertHE	FdSc Animal Studies The programme includes the exit award: Certificate of Higher Education Animal Studies
Award title	FdSc Animal Studies
JACS 2 code	D300
UCAS code (to be completed by admissions)	D300
Relevant QAA subject benchmark statement/s	Agriculture, forestry, agricultural sciences, food sciences and consumer sciences
Other external and internal reference points used to inform the programme outcomes	Framework for Higher Education Qualifications Foundation Degree Benchmark Statement The Sector Skills Council for Land-based Industries (LANTRA) Employers Industry professionals
Mode/s of study (<i>p/t, f/t, distance learning</i>)	Full time
Language of study	English
Date at which the programme specification was written or revised	Updated September 2012

Criteria for admission to the programme

For entry onto the programme, we normally require the following:

- at least 4 GCSEs at grade C or above (including English and Mathematics) or equivalent.
- and in addition at least 120 UCAS points or equivalent in a specific subject

Applications are welcomed from students with qualifications including the Welsh Baccalaureate, Scottish Highers, Irish Leaving Certificate, Access courses, BTEC, GNVQ, the International Baccalaureate or other overseas recognised programmes of study.

Applications are welcomed from candidates who do not possess the standard qualifications but who can demonstrate their capacity to pursue the programme successfully. In these instances, entrance is dependent on an assessment of past experience, a successful interview, references and diagnostic assessment to determine suitability for the course. Enthusiasm and commitment are essential.

Due to the diversity of students potentially seeking entry onto the proposed programme, a system for accreditation of prior experience or learning exists. This system is transparent, rigorous, fair and flexible and will apply both to the entry requirements of the programme and for exemption from academic credit. Applications would be considered in accordance with the University's Standing Order for Accreditation of Prior Learning / Accreditation of Prior Experiential Learning.

Aims of the programme

- 1) To produce graduates with the knowledge and practical skills essential for them to operate effectively in the Animal Care sector.
- 2) To equip students with the critical understanding of the core concepts that underpin Animal Husbandry, Behaviour, Science, Health and Welfare.
- 3) To develop the qualities and transferable skills necessary for employment and/or progression to other qualifications by integrating theoretical and practical knowledge and applying this to the work context

Distinctive features of the programme

The graduates from this programme are needed by the animal care industry both within Wales and the rest of the UK. Employment, across the sectors comprising the Animal Care Industry, offers graduates significant choice in a chosen career path including:

• Veterinary Nursing	• Pet shop manager	• Pre Veterinary qualification
• Kennel and cattery management	• Ecologist	• Education
• Animal Behaviourist	• Nutritional advisor	• Research
• Environmental Health officer	• Rescue and Rehabilitation	• Animal technician
• Zoo keeper	• Wildlife officer	• Sales and Marketing
• Conservationist	• Animal Charity worker	• Entrepreneur

Programme structures and requirements, levels, modules, credits and awards

This is a two year full time programme, it is not currently intended to offer the programme on a part time basis.

- Students will complete 120 HE credits at level 4 and 120 at level 5 giving a total credit value of 240 HE credits. Figure 1 outlines the programme structure
- **All modules are core** and students complete approximately 170 hours relevant Industry experience at Level 4 and 180 at Level 5.
- All modules begin in September and will be timetabled across semesters 1 and 2. This was done in order to maximise work placement opportunities and to allow students to integrate theoretical and practical skills to the work based context. However we do recognise that the curriculum framework will need to be considered and programmes reviewed accordingly.
- Students may exit with a Certificate of Higher Education Animal Studies as an exit award upon completion of 120 credits at Level 4 or above.
- Students must complete all level 4 and 5 modules to be awarded the Foundation Degree.
- There are no pre-requisites for any modules and therefore modules could be accessed as “stand alone” modules. Modules such as “Conservation”, “Animal Learning and training” and “Captive Animal Husbandry & Enclosure Design” could prove attractive to those already in industry who cannot complete a full Foundation Degree.

Figure 1

Level Four		Module title			
Academic and Personal Development	Supporting Working in the Animal Sector	Contemporary issues in Animal Welfare	Foundation Zoological Science	Ethology and Anthrozoology	Captive Animal Husbandry & Enclosure Design
20 credits	20 credits	20 credits	20 credits	20 credits	20 credits

Level Five		Module title		
Workplace Enquiry in the Animal Sector	Conservation	Animal Learning and training	Animal Diets	Animal and Human Health
30 credits	20 credits	30 credits	20 credits	20 credits

Intended learning outcomes of the programme

On completion of Level Four, students should be able to:

Knowledge

- A1. Demonstrate an understanding of the well-established principles in Animal studies and the way in which those principles have developed.
- A2. Analyse information and propose solutions to problems within Animal Studies and in a work context.
- A3. Integrate theory, investigation and field work and the development of principles into practice.
- A4. Identify areas of continuing change and development of the subject.

Intellectual Skills

- B1. Apply theoretical concepts and principles of Animal Studies in a work context.
- B2. Collect and integrate evidence and apply to an argument.
- B3. Analyse information and summarise the outcomes.
- B4. Undertake further training, develop existing skills, and acquire new competencies that will enable the students to assume responsibility within organisations.

Practical Skills

- C1. Employ basic Animal Husbandry Skills.
- C2. Work safely with due regard for animal welfare.
- C3. Plan and undertake field 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.
- C4. Plan, conduct and report on investigations in the library or field and summarise using appropriate qualitative and / or quantitative techniques including the use of secondary data.

Transferable/ key skills

- D1. Apply knowledge in Animal Studies and practical skills to the work –based context
- D2. Effectively communicate and analyse information and arguments
- D3. Contribute constructively to group discussions, listening to, appreciating and evaluating the views of others.
- D4. Work and communicate as part of a team; planning and evaluating the work of self, individuals and teams.
- D5. Utilise relevant ICT to support the learning process, data handling and presentation of results.
- D6. Learn and study independently and take responsibility for management of independent investigation, learning and time management.

On completion of the FdSc Animal Studies, students should be able to:

Knowledge

- A1. Apply knowledge and critical understanding of the well-established principles in Animal studies and the way in which those principles have developed.
- A2. Critically analyse information and propose solutions to problems within Animal Studies

and in a work context.

- A3. Integrate and synthesise theory, investigation and field work and the development of principles into practice.
- A4. Identify and evaluate continuing change and development of the subject.

Intellectual Skills

- B1. Analyse and apply theoretical concepts and principles of Animal Studies in a work context.
- B2. Collect and integrate several lines of evidence and apply to balanced argument.
- B3. Analyse information and synthesise and summarise the outcomes.
- B4. Identify further training needs, develop existing skills, and acquire new competencies that will enable the students to assume responsibility within organisations.

Practical Skills

- C1. Deploy a broad range of superior animal husbandry skills and reflect on their effective deployment
- C2. Work safely with due regard for animal welfare.
- C3. Plan and undertake field 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.
- C4. Plan, conduct and report on investigations in the library or field and summarise using appropriate qualitative and / or quantitative techniques including the use of secondary data.

Transferable/ key skills

- D1. Apply knowledge in Animal Studies and theoretical and practical skills to the work – based context
- D2. Effectively communicate and analyse information and arguments
- D3. Contribute constructively to group discussions, listening to, appreciating and evaluating the views of others.
- D4. Work and communicate as part of a team; planning and evaluating the work of self, individuals and teams.
- D5. Utilise relevant ICT to support the learning process, data handling and presentation of results.
- D6. Learn and study independently and take responsibility for management of independent investigation, learning and time management.

Skills and other attributes

The programme will provide a balanced package of skills and knowledge, tailored for those wishing to enter a profession attached to the Animal Care sector.

Throughout the programme there is a strong 'employability' focus, as exposure to the work environment is an integral part of the degree programme and is prevalent at both levels of study. The team has adopted the approach that learning in the workplace takes many forms and serves a variety of purposes. The approach seeks to ensure that the student is able to apply the knowledge, skills, attitudes and values expected by employers, customers, and external bodies.

Students will complete at least 170 hours of full-time work experience during semester 2 of the first year as part of the Working in the Animal Sector module.

CURRICULUM MATRIX demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

		<i>Knowledge understanding, intellectual skills, practical skills , professional and employability skills</i>																		
	<i>Module Title</i>	<i>Core Opt</i>	A 1	A 2	A 3	A 4	B 1	B 2	B 3	B 4	C 1	C 2	C 3	C 4	D 1	D 2	D 3	D 4	D 5	D 6
Lev 4	Supporting Working in the Animal Sector	C	*			*	*	*	*					*	*	*	*		*	*
	Ethics and animal welfare	C	*			*		*	*					*		*	*	*	*	*
	Foundation Zoological Science	C	*		*	*		*	*					*		*			*	*
	Academic and Personal Development	C						*	*					*		*	*	*	*	*
	Ethology and Anthrozoology	C	*			*		*	*		*	*	*	*		*	*		*	*
	Captive Animal Husbandry & Enclosure Design	C	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Lev 5	<i>Module Title</i>		A 1	A 2	A 3	A 4	B 1	B 2	B 3	B 4	C 1	C 2	C 3	C 4	D 1	D 2	D 3	D 4	D 5	D 6
	Workplace enquiry in the Animal Sector	C	*	*	*	*	*	*	*			*	*	*	*	*	*	*	*	*
	Animal and Human Health	C	*		*	*		*	*	*	*	*				*	*		*	*
	Animal Diets	C	*		*	*		*	*							*	*		*	*
	Animal Learning and training	C	*	*	*	*		*	*	*	*	*	*		*	*	*		*	*
	Conservation	C	*			*		*	*					*		*			*	*

Learning and teaching strategy used to enable outcomes to be achieved and demonstrated

The learning and teaching strategy deployed is suitable to maximise opportunities for attainment of the programme aims. This aims to:

- (a) have a continued emphasis on student-centred learning
- (b) employ teaching methods that promote effective student learning, self-development and reflection
- (c) deploy a variety of learning and teaching methods in the class, practical settings and the workplace, including
 - Lectures and demonstrations
 - Seminars and workshops
 - Tutorials
 - Group and project work
 - Reflective reports
 - External speakers
 - Educational visits and study days
 - Tutor and students led sessions
 - Critical appraisal
 - Portfolio development
- (d) strike a balance between 'class' activity and directed study 'out of class'
- (e) provide sound feedback to students and attempt to involve them in identifying their own learning needs
- (f) use directed and supported group work for sharing experience and knowledge and developing interpersonal skills
- (g) provide realistic and relevant learning activities
- (h) make use of a variety of assessment methods to allow students the opportunity to demonstrate their own particular capabilities.

Students will complete approximately 170 hours of full-time work experience during semester 2 of the first year as part of the Supporting Working in the Animal Sector module. The remaining 30 hours of the module will take the form of a series of lectures and tutorials linking to the development of a work-based learning plan. This placement will normally take place in the 6 weeks following the Easter Holidays. There will be no timetabled sessions during this time. They complete a further 180 hours of work-based enquiry during semester 2 of the second year as a part of the Workplace Enquiry in the Animal Sector module.

There are two specific workplace modules, *Supporting Working in the Animal Sector* and *Workplace Enquiry in the Animal Sector*. There are a wide number of potential work placement partners, all of which have close working relationships with the University.

These include:

- Welsh Mountain Zoo, Colwyn Bay
- Leahurst Veterinary Hospital, Wirral
- North Clwyd Animal Rescue, Trelogan
- Chester Zoo, Cheshire
- Knowsley Safari Park, Sefton
- Cranmore Veterinary Centre
- RSPB, Scotland
- Wagtail UK Ltd, Mostyn

- Dogs Trust, Heighton
- RSPCA Colwyn Bay
- Loggerheads Country Park, Mold
- Blue Planet Aquarium, Ellesmere Port
- Seaquarium, Rhyl
- Yorke Ecological, Conwy

The management of workplace learning is undertaken in accordance with the QAA Code of Practice for the assurance of academic quality and standards in higher education Section 9: Work-based and placement learning (QAA, 2007). Glyndŵr University 'Managing Health and Safety of Students on Placements in the United Kingdom' policy states that:

'Placement organisations are employers in their own right and therefore must ensure as far as is reasonably practicable the health, safety and welfare of their employees. Students on placement are treated as employees and are owed a duty of care. Therefore the primary responsibility for meeting statutory health and safety requirements within a placement remains with the placement organisation'.

The main legislation which is relevant to this subject is the Health and Safety at Work, etc Act 1974, the Management of Health and Safety at Work Regulations 1999 and the Workplace (Health, Safety and Welfare) Regulations 1992.

The programme leader will ensure that all placements are monitored directly by the module leader for the 2 work experience modules. It will be the responsibility of the module leader to ensure that the student and their workplace mentor are fully aware of their responsibilities, as outlined below, in meeting the requirements of the placement. Specifically:

Student:

- Agree with the Module Leader the suitability of the placed workplace provider and nature of the activities to be undertaken
- Negotiate the learning contract for the placement with the workplace employer and module leader
- Identify and manage learning opportunities within the placement with support from the module leader.
- Ensure workplace policies and procedures are adhered to at all times and ensure familiarity with relevant policies and procedures, e.g. lone working, handling of specialist equipment and working with specific populations.
- Act responsibly and professionally within the workplace provider.
- Maintain a safe environment and ensure health and safety measures.
- Maintain appropriate relationships with other organisational staff, participants and volunteers.
- Maintain confidentiality at all times.
- Alert the workplace manager/mentor and the module leader to problems that may interfere with attainment of aims specified in the learning contract and/ or safety.

Employer manager / mentor:

- Attend induction and update events as required on an annual basis
- Completion of relevant health and safety documentation prior to commencement of the student placement
- Make arrangements for the required learning opportunities required by the student, prior to the commencement of the placement, as detailed in the agreed learning agreement devised with the student and module leader.

- Maintain regular contact with the module leader, attending mentor support study days as determined by the individual learning agreement.
- Enable students to have every opportunity to meet the agreed learning contract.
- Ensure student is fully inducted in all relevant policies and procedures to maintain a safe environment including; lone working, handling of specialist equipment and working with specific populations. Maintenance of a safe environment throughout the duration of the placement
- Liaise with the module leader to discuss the student's performance at designated reference points throughout the placement
- Complete a witness statement on completion of the placement.

Module leader:

- Ensure that health and safety checklists and workplace profiles have taken place prior to commencement of the work placement
- Confirm the qualifications and experience of the nominated Employer manager / mentor are appropriate to support the students needs
- Maintain regular contact with the student and the workplace mentor/manager to discuss issues as they arise.
- Ensure that student has adequate access to learning tools and opportunities.
- Negotiate and agree the learning opportunities to be provided to the student, with the student and their employer manager/mentor.
- Ensure all learning outcomes can be addressed
- Provide training and on-going support to the employer manager/mentor.
- Provide modular support sessions to individual or groups of students on location.
- Maintain own development in monitoring of health and safety of placements and developing the role of the link tutor.
- Establish and encourage placement feedback from students and mentors and contribute to the development of quality assurance of placements.

These responsibilities will form the basis of an individually agreed student placement handbook developed within the Supporting Working in the Animal Sector module and the Workplace Enquiry in the Animal Sector module at level 5. Once an appropriate placement has been confirmed the module leader will contact the placement provider initially to confirm the nature of the activities to be undertaken during the proposed placement. Thereafter communication arrangements will be agreed as part of the learning agreement and as a minimum contact will be made monthly by the module leader to monitor progress. In the event of any concern expressed by either the student or their workplace mentor, the module leader will report immediately to the programme leader who will advise on the various courses of actions open to resolve any issues. The mentor will be required to complete a witness statement at the end of the placement to aid the student in the completion of their learner journal.

Learning about the workplace is not, however, limited to the level 4 and L5 work-based modules. It is embedded throughout the entire programme of study, so maximising learning within a work context. This will include role plays, scenario work, exposure to guest speakers and going on educational visits. Selected examples to illustrate this approach are as follows:

- Ethology and Anthrozoology – Practical observations and investigation of animal behaviour and husbandry practices in a range of captive animal establishments. (e.g. WCOH Animal unit and farm park, zoos, safari parks, aquaria)
- Animal learning and training – Development of a range of animal handling and training techniques at the WCOH, application of learning theory and practice to real

life situations with a range of animals (e.g. life skills for pets, training for routine veterinary inspection and handling) and site visits (e.g. North Clwyd Animal Rescue, Dogs for the Disabled and Wag Tail to witness and implement a range of training practices)

- Workplace Enquiry in the Animal Sector - investigation of workplace issues through a consultancy activity in an animal setting (e.g. compliance with animal related legislation and welfare needs. Customer service, cost effectiveness and time budgets)
- Ethics and Animal Welfare – Attendance at relevant conferences and seminars in relation to welfare issues identified by those working in the industry. Guest speakers from a range of industry backgrounds will highlight the implementation of current guidelines and best practice.
- Captive Animal Husbandry & Enclosure Design – Practical skills will be developed and implemented through working in the WCOH animal unit. Visits to a range of local animal establishments will enable students to observe how animal husbandry techniques are used within the industry.

This approach is in line with the QAA Code of Practice (2007, paragraph 14), which embraces a wide variety of experiences, describing *“learning which is integral to a higher education programme and which normally derives, in part, from experiences in the workplace. It is learning which is achieved and often demonstrated through work and is intended to meet both work and personal development objectives. It can range from a student taking one module within a programme to an entire programme that has, as its core, activities designed around the individual’s occupation”*.

The work experience modules aim to expose students to the diversity of employment opportunities within the animal sector, with guest speakers, lectures and interactive seminars used to expose students to the range of careers available. Students will investigate different sectors of the industry and will gain an appreciation of the diversity of job roles through engagement in peer-led seminars.

At the beginning of the modules, students will use a pre-placement skills workbook to self-assess their level of confidence and competence in a range of areas. This includes:

- writing skills
- social skills
- information technology
- verbal skills
- numeracy skills
- analytical / problem solving skills.

In addition they will complete a self-assessment on their perceived level of confidence and competence in a range of relevant Animal Care practical skills. This includes:

- Handling skills
- General Animal Care practical skills

The aim of the placement is to provide students with the opportunities to develop these generic and Animal Care-specific practical skills.

The location and nature of the placement will be shaped by the results of the self-assessment, the student’s career aspirations and direction from their Module Leader. For those students already employed or volunteering within the sector they may either

undertake the placement within their host organisation or within another setting. The exact nature of the placement will therefore be negotiated by the student with the Module Leader and will depend on the student's experiences, competencies and career aspirations.

Regular action sets, individual tutorials and site visits will form the primary modes of delivery for the second part of this module which is centred on the student placement. This will allow students to learn from ongoing, meaningful and active involvement in a specific work environment. The work experience will enable students to develop personal and interpersonal skills and to explore work aptitude and opportunities.

Witness statements will be completed by the host organisation to assist the module leader in assessing student progress/achievement of the module learning outcomes on placement. The placement may be in the form of paid employment or voluntary work.

Welsh Medium

Whilst the programme is delivered in English, students are entitled to submit assessments in Welsh.

Assessment strategy used to enable outcomes to be achieved and demonstrated

The primary goal in designing an assessment strategy is to select methods which most effectively assess the learning outcomes of each module and which assist students in developing their learning. In addition, assessment methods align with the overall aims of the programme and include the development of disciplinary skills (such as critical evaluation or problem solving) and support the development of vocational competencies (such as particular communication, team or practical skills). Assessments are designed to stretch and challenge all students and to address complex and debated issues within the subject area. They are also designed so that the programme team is confident in the authenticity of student work.

There is a need for both flexibility and innovation in the use of different assessment methods. Reference has been made to Glyndŵr University's 'Assessment Guidance' to facilitate deployment of a range of assessment methodologies. The precise format of assessed work, such as reports, essays or presentations, will be presented in a 'module guide', available for every module. The guides, issued at the start of each academic year, provide students with a range of information related to that module and include all coursework, with detailed assessment criteria provided for all assignments.

All students are issued with an assessment schedule at the start of each academic year (See Figure 2).

This has been devised to minimise bunching of coursework and has been designed to help students plan ahead and organise their own study schedule to meet their individual needs.

In line with Glyndŵr University's policy, students will be afforded the opportunity to submit their assignments in the medium of Welsh if they choose.

All written coursework will be moderated. In addition, oral work (for example, presentations and interviews) will be subject to both standardisation and moderation scrutiny. All oral assessments will be videoed for consideration by both the moderator and the External Examiner.

Figure 2 : Indicative Assessment Schedule for Level 4 Modules

Wk	Date		Wk	Date	
0	21 Sept 09	Induction/Enrolment	13	11 Jan 10	Captive Animal Husbandry assess 3 in
1	28 Sept 09	Teaching begins 29th Sept.	14	18 Jan 10	
2	05 Oct 09		15	25 Jan 10	
3	12 Oct 09		16	01 Feb 10	
4	19 Oct 09		17	08 Feb 10	Ethology & Anthro assess 1 in.
5	26 Oct 09	Reading Week	18	15 Feb 10	Reading Week
6	02 Nov 09		19	22 Feb 10	Captive Animal Husbandry assess 2 in
7	09 Nov 09		20	01 Mar 10	
8	16 Nov 09		21	08 Mar 10	Ethics and Animal Welfare assess 2 in.
9	23 Nov 09	Zoological science assess1 in	22	15 Mar 10	Zoological science prac folio in.
10	30 Nov 09		23	22 Mar 10	Captive Animal Husbandry assess 1 in
11	07 Dec 09	Supporting Working in the animal sector assess 1.	24	29 Mar 10	Ethology & Anthro assess 2 in.
12	14 Dec 09	Teaching ends 19 th Dec.		05 Apr 10	Easter Holiday
	21 Dec 09	Christmas Break		12 Apr 10	
	28 Dec 09			19 Apr 10	
	04 Jan 09		25	26 Apr 10	
			26	03 May 10	<i>Work Placement (Supporting Working in the animal sector)</i>
			27	10 May 10	<i>Work Placement (Supporting Working in the animal sector)</i>
			28	17 May 10	<i>Work Placement (Supporting Working in the animal sector)</i>
			29	24 May 10	<i>Work Placement (Supporting Working in the animal sector)</i>
				31 May 10	Supporting Working in the animal sector assess 2.
				7 June 10	Academic and Personal Development portfolio in.
				14 June 10	

* Ethics and Animal Welfare assessment 1 takes place throughout the year.* Practical portfolios are completed throughout the academic year.

Assessment regulations that apply to the programme

Glyndŵr University regulations for Bachelor Degrees, Diplomas and Certificates and Foundation Degrees will apply to this programme.

Programme Management

Control of quality on the programme conforms to the procedures set out by Glyndŵr

University's requirements for academic quality assurance, monitoring and review. Systems to assure the quality of the programme will follow those set at Department and University level.

The monitoring and evaluation of academic standards year-on-year will also be achieved through the External Examiner system in addition to formal programme monitoring and evaluation. Further, the Programme Leader monitors the day-to-day operations, with input as necessary from student representatives. This will be formalised in a staff-student liaison committee, which will meet at least once per semester. Student representatives will be invited to provide feedback on: programme stewardship, organisation and administration; learning, teaching and assessment methods; University resources and services; and the overall student experience. Peers will be balloted to appoint a student representative. One representative per year will be chosen.

In addition, all students will complete monitoring and evaluation at both the programme and modular level (via the Student Perception of Programme Questionnaires and Student Perception of Module Questionnaires).

Final year students will be encouraged to complete the National Student Survey. Student feedback will also be gathered through the personal tutor system, along with informal half yearly reviews in each module.

There are a range of mechanisms in place to ensure the appropriateness of the learning, teaching and assessment mechanisms - from peer observation to moderation – which is further enhanced by the collective and collaborative approach adopted by the Programme Team to curriculum design, delivery and assessment. All staff will be subject to Glyndŵr University's Peer Observation scheme, being peer-observed biannually. Staff development needs will be identified and actioned through the annual ISDR process.

Workplace mentors will be invited annually to share their experiences at an employers' forum and there will be regular dialogues, including site visits to the host organisations. The purpose of the forums will be to identify any issues with the programme, to consult employers on specific proposals, to monitor and evaluate the mentoring arrangements, to consider proposals for increased employer involvement including the possibility of employer involvement in assessment. All employers will be invited to complete an annual employer perception of course questionnaire, the outcomes of which will be reported within the programme's annual monitoring report (AMR).

Particular support for learning

Tutors will be able to direct students to the wide range of additional support services available within the University's Disability and Learning support team. Services offered by this support team include educational support, welfare services, healthcare provision and disability services as well as practical services including photocopying and e-learning. The support team may choose to offer the students diagnostic testing to assess their learning needs before offering help.

Supportive feedback to students is an important element of the learning process. All students will be allocated a personal tutor who is a member of staff teaching on the programme. While tutorials have an appropriate pastoral function as part of the teaching/learning, they will be used for a number of purposes including: assessment of students' personal development and progress; helping students to develop learning skills; assisting students to make informed and realistic choices within their degree course; and providing support for individual or group project work or dissertation supervision. Tutorial

sessions will be weekly and timetabled for one hour per week. The personal tutor will be present for the duration of all tutorials and will be tutor for the 2 years of study.

Equality and Diversity

As part of the University's Disability Policy, students with a physical disability or learning difference are encouraged to contact the University Disability Adviser to ensure their needs are acknowledged formally. The outcome of such an assessment could result, for example, in additional time being allowed for examinations, or the provision of further learning support.